

WOMEN IN NOBLE PROFESSIONS

**A Sociological Analysis of Case Studies from
Allahabad and Meerut (U. P.)**

A Thesis Submitted to Faculty of Arts For the Degree of Doctor of Philosophy



Under the Supervision of

A. R. N. Srivastava

Ph. D. (Arizona)

Professor of Anthropology

Submitted By

(Km) Swarna Sakuja

M. A. (Eco.), M. A. (Sociology, Agra)

**Department of Social Anthropology and Sociology
University of Allahabad**

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प्र. आर. प्र. श्रीवास्तव

A.R.N. SRIVASTAVA

Ph D (Arizona)

Professor & Head of the Department
ANTHROPOLOGY & SOCIOLOGY



4C/2, Bank Road,
University of Allahabad
Allahabad-211002

C E R T I F I C A T E

This is to certify that the research work included in thesis on "Women in Noble Professions: A Sociological Analysis" has been carried out under my supervision by Swarn Sakhuja, Lecturer in Sociology, M.L. & J.N.K. College, Saharanpur.


A.R.N. Srivastava

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Dedication

Dedicated to those persons who have realized the real women-power and have respect for them.

Allahabad

20 December, 1993

Swarn Sakhuja
(Swarn Sakhuja)

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CHAPTER - I

INTRODUCTION

I. The Background

The last decades of the 20th century have witnessed tremendous changes in the status, position and the life style of women in the society. A strong world wide wave of feminism of late 60s and 70s has forced the human society to rethink seriously the place of women in wider social and national life. The movement for the revision and redefinition of sex-roles has taken a momentum during this period. The United Nation's Declaration on women's rights against discrimination and the convening of the world conference on International Women's year in Mexico City in June, 1975 are significant expressions of this new consciousness (Sapru, 1989: 259).

A comprehensive world plan of action was issued by U.N. General Assembly; subsequently the period 1975 to 1985 was declared as the 'Women's Development Decade to give the practical shape to the targets of the conference i.e., equality, development and peace. 'Its purpose was to mobilise world opinion on the crucial issues regarding women and to stimulate national and international action to solve the problems of underdevelopment and of the

socio-economic structure which place women in an inferior position (Whittick, 1979: 271).

For the first time in human history, women are conceived as co-partners of men rather than the object of pity and welfare. There was a growing acceptance of the notion that women have to be considered as equal participants in shaping the new society rather than as victims to be saved or objects of welfare (Desai & Krishnraj, 1987: 7). In the inaugural speech of the conference, U.N. General Secretary, Kurt Waldeim emphasized that "equality of opportunity between men and women is essential if we are to create a more equitable international economic and social system" (Whittick, 1979: 268). In the same spirit Olaf Palme, the Prime Minister of Sweeden suggested that a new economic order needs a changed role for women which in turn require a changed roles for men. A society build on inequality between men and women is a waste of human resource (Whittick, 1979: 270).

To unveil the reality regarding the hazards and problems of women, a world wide research and data collection programme was adopted by U.N. agencies. In India too, many women research centres, units and

universities were established for the task. Many other agencies such as I.C.S.S.R., N.R.I. and U.G.C. initiated pioneering work by inspiring social scientists to undertake projects, field studies, and research work to revive the social debate on vital issues regarding women which affect the prospects of Indian development and the role and place of women in society.

Motivated by this new consciousness Indian educated women from middle and upper class urban families are trying to discover and develop their own potential to live a life that is richer and socially purposeful. In the last three or four decades several factors contributed to this change in the attitude of society as well as in the self-realization of women, Gorwanency, (1977) has observed that as a result of urbanization, industrialization constitutional changes and socio-economic, educational advancements, traditional conception regarding the status and role of women are slowly changing. Women are trying to come out from their age old seclusion and are entering into the labour force of the country. The raging controversy regarding the changing role of educated women opens up new horizons for social researchers.

Here it is noteworthy that these remarkable changes have brought the change in the life style and thinking of the upper castes and middle and upper class women. Because out of homework by women (regardless of their marital status) of the lower castes, tribes and economically under-privileged groups was not only socially sanctioned but expected as part of the women's duty to support herself and her dependent children (and occasionally, husband). And, women from the upper castes and from the middle and upper classes, were discouraged from seeking careers or jobs. This was considered unfeminine, irrespectable and cast doubt on the character of the woman in question. It also reflected negatively on her husband if she was married or on her father if she was single (Ramu, 1989 : 11-12).

As observed by Rama Mehta (1970) based on her interview with 50 educated Hindu women due to the necessity to work either for economic reasons or for intellectual satisfaction, the role of women has undergone a drastic change. This break is seen as most important and having far reaching consequences (Mehta 1970).

Such a shift in the employment pattern of small proportion of middle and upper class women, especially

married women, has drawn the attention of social scientists. Because this trend has multifaced repercussions on the status of women as well as marital and family structures and traditional value system of Indian society as observed by Desai and Anantram, middle class women's outside work participation is not merely an economic activity, but it affects norms regarding the proper sphere of woman, her status vis-a-vis her husband, value underlying patriarchal family structure, redefinition of the roles of family members, care of children, mixing with other men and remaining outside the house for a long periods (Desai and Anantram, 1985: 311). There is an unconscious fear among all, including women themselves, that to alter the traditional arrangement might change or even destroy the family and femininity (Chakraborty, 1978: XI). Many confusions and varried interpretations regarding women's true social 'role' has stirred public descussion during the last decades.

Committee on the status of women in India (CSWI) has analysed this trend as under:-

The immediate factors responsible for the emergence of women in non-traditional fields of employment in the Post-independence period are:-

1. The constitutional guarantee of non-discrimination and equality of opportunity in matter of employment;
2. Development of women's education and their entry into areas of education and employment hitherto monopolized by men;
3. An increasing tendency among the urban educated women to take up paid employment which reflected gradual ideological change in social value as well as the growing economic pressure on urban middle class families;
4. Expansion of employment opportunities in the tertiary sector, as a direct consequences of the increasing rate of development. (CSWI, 1974: 201).

Besides these factors, one more important factor contributing to the emergence of women in the conomic field was the world wars of 20th century. The drafting of men into the army in large numbers left many jobs unattended and woman had to be requisitioned to fill their posts. After the wars were over, the destruction of whole battalions of soldiers compelled many nations to keep the women in their jobs to maintain the economy (Ginsberg: 1967).

These factors coupled with strong feminine impulse of IWD have helped women folk to change their dependent status and age old image of 'Abala' or 'weaker sex' or

sometimes mere sex object. The culturally accepted role of women is that of house keeping, child bearing and child rearing. Women are conditioned by socialization, customs, public opinion and religious beliefs to be subordinate to males and accept naturally a secondary status in the family. The popular phrases used for woman are 'house-wife,' 'good and faithful servant in the family' or 'menial worker' etc. In such a forbidding social milieu, it is really a courageous of women to dare enter the male dominated professions and occupations. Hate, 1969 observed that in her attempt to enter the world of work women are actually striving to bridge up the centuries old gap between the man's and so called women's sphere of work.

II. The Present Study

This study on the women in noble professions (law, medicine and teaching) is an humble effort to study the women's march from a consenting family slave to the commanding heights in the social hierarchy. They gate crash into the exclusive preserves of men, nay, the best among men themselves. They deserve academic interest as the historic case in human society.

Although such women constitute a microscopic class amongst India women folk yet their contribution provides

evidence of a break through among women; proving that potentialities and capabilities they possessed, under the stress and strain of opportunities could take them to any heights. This marks a significant change in the self-perception of these women. They have come to realise their capacities, place and status in society. How so-ever small they may be numerically, but qualitatively they can not be passed over. Their role in enhancing and raising the status of women in society is of considerable importance.

Inspired by constitutional rights and statutory guarantees 'Indian woman, today, has come to discover herself, with intelligence, education and learning. She feels confident and competent to contribute equally with men in the world of work. Today, women are getting entry into all fields of activity where women were rare about three or four decades ago. Radio, Television, broadcasting, dramatics, music, script writing, programme executives and in transmission engineering there are a number of well qualified and talented ladies. There are women in journalism, business managements, executive, Indian airlines, engineering and what not ?

A special category of working women are there in professions like medicine, law, teaching or some

technically oriented jobs. There is a greater sense of equality among professional men and women than among any other working group of people. The career woman is a 20th century creation. She is also a rare specimen. Her job rests on a solid foundation of education and specialized training often chosen on the basis of interest and liking. What sets career women apart from other working women is that their work is to them more than a livelihood, something to which they are dedicated. It is a means to an end, the end being achievement. All the better if the achievement is against odds. To attain this sense of achievement they willingly sacrifice leisure, family-life, love and that comfortable social preservative, the conventions. The changing outlook of women towards themselves on the one hand, and the doubts and speculations of society regarding women on the other fascinate the students of sociology to explore the living reality behind it. Study in hand focusses upon the socio-economic background of these women professionals; their career orientations, professional achievement and commitment and to examine the changes, if any, in their status in family and society due to their entering prestigious professions. At the same time this study seeks to look at women in professions, locked in a grim encounter with men who entrenched in their positions

since long with varied problems and difficulties in store for the new entrants. The purpose is also to wake-up the conscience of society, change attitude of people in favour of the long overdue re-organisation of the power structure of family and society, conditions of work place and value system, so as to orchestrate with women's twofold roles - in and out of home or professions.

Alva Myrdal and Viola Klein (1968) have also observed this new spirit of self actualization among modern women. They stated that women in recent short historical era, with their active participation in various fields of useful activities have proven their worth to large extent. The problem of women and work and of women's role in society generally has completely changed its complexion during the last few decades. It is no longer a question of what women are physically and mentally capable of doing. Experiences has settled the long controversy about feminine abilities and has proved that women are fit for a much wide range of activities than merely those compatible with the commonly, accepted idea of the 'weaker sex.' Further they stated that the emphasis has now shifted from the discussion of: What can women do, 'to one of: What woman should do.' Implicit in this question is an interest both woman's individual well

being and in the welfare of society. (Myrdal and Klien)
Today women are the integral part of new economic order
and important part of its man power.

As apparent from the above discussion after
independence society and nation have conferred on women
the legal, educational and political equality of rights
and privileges by way of constitutional guarantees and
statutory provisions. No wonder, if society has great
expectations, of them and they are obliged both as
individuals and as a class to strive to fulfil the same
as far as possible in their particular social contexts.

The purpose of present endeavour is to find out if
the twin advantage of education and employment of women
enrich life in the home, and in society at large and for
the Development of their own personality.

In particular, the imperatives of a developing
society like ours it becomes the duty of every
responsible citizen to contribute in social and national
progress. There can be no escape from this obligation for
the female elites. Today the society is beset with
multiple social and national problems such as population
explosion, corruption in public life, female illiteracy,
dowry demands and dowry deaths, blind exercise of
franchise by most of the women, aimless education,

students unrest and indiscipline, loosing intimacy in familial relations and so on. Set against this rugged social background, it can be fairly hypothesized that educated women professionals, armed with requisite information and training, can help solve and soften all these besetting problems as enlightened citizens. In nut shell, it is worth researching if women in learned professions from their positions of vantage can successfully take in their stride social reforming side by side with maintaining professional efficiency and at the same time with house keeping. Here it is noteworthy, for women, family role is not dispensable at all, nor dilutable beyond a certain limit. And the study cannot one sidedly over emphasizes the utility of the professions.

The corner-stone of this study is to assess and tap the treasure trove of women's potential latent in their human personality.

Premises of the Study

1. That men and women are born equally free and independent members of the same human race; equally endowed with intelligence and ability and equally entitled to the free exercise of their individual rights and liberty.

2. That the duality between the female and the male sexes runs and stops at the biological level.
3. That nature purposively sowed the duality of the sexes for its indispensibility for procreation and perpetuation of the race. So the natural relations of the sexes is that of interdependence and co-operation and not of suppression or subordination.
4. That men and women share a common human nature that transcends their biological duality.
5. That the individual is the basic unit. Every individual has his or her own particular destiny which is but his or her human potential, and ensuring to every single individual opportunity for realizing such potential is the summum bonum of all social justice.
6. That the poverty and weakness of a society are in the last analysis accountable for, by the mass of its humanity, remaining without opportunity to develop their individual human personalities.

Thus study proposes to rediscover the vast richness of the female human potential and to expose the utter dearth of even meagre opportunities socially available to her for harnessing the same in the service of mankind generally and particularly for the fullest flowering of her own human personality.

In the light of above discussion following objectives have been set to study the women teachers, doctors and lawyers.

III. The Objectives

This study is: (a) targetted to find out in what way entry of women in professions has contributed to their status in familial and social set-up; (b) this study also aims to examine the socio-economic status of women in professions vis-a-vis their social mobility in contemporary Indian society. To realize these general objectives following specific objectives have been set up.

1. To examine the socio-economic background of women entering three professions, viz. law, medicine and teaching.
2. To find out the factors that motivate women to opt for one of these professions.
3. To examine the working conditions, degree of commitment and jobsatisfaction experienced by women professionals.
4. To find out their experience in sharing the powerstructure at home. Whether or not their earning capacity and professional position brought them some respect among members of the family.
5. To study whether their entry into economically gainful and intellectually superior professions brought about any change in handling the household activities such as kitchen management, housekeeping and child rearing.

6. To find out and compare social political and participatory roles among women belonging to these professions.

IV. Status and Contribution of Women in Society: Some Historical Background

As mentioned earlier women's entry into elite or learned professions is looked as a revolutionary change in the role of womanhood. To secure this prestigious position of social and economic heights, women had to march on unimaginable tedious paths. A historical evaluation of women's status and role in the family and society would be helpful for better understanding.

Literary and historical researches show that in early periods of human civilization, gender discrimination was least observed. Marxian Anthropologist Eleanor Leacock stated that in pre-class societies, sex roles were reciprocal, women were highly autonomous and social structures were sexually egalitarian (Mathew and Nair, 1986).

In a study "Women in a cross-cultural perspective", Japanese anthropologist Chie Nakane observed that "In small tribal societies, where economic status differentiation is hardly developed, discrimination in terms of the roles for men and women is much less

perceived whether the kindship system was patrilineal or matrilineal, women were placed at the pivotal point in their social organization. (Nakane, 1975: 3).

In western societies also upto sixteenth century gender discrimination did not prevail. Whittick (1979) has stated that during the middle ages, women often enjoyed the same rights in property, they occupied important positions in the religious orders, in the guilds and in education. Upto mid 19th century, women could occupy professional chairs in some Universities, which were open on an equal basis to men and women. Many of them were famed for their achievements in learning, mathematics and philosophy. (Whittick, 1979 : 8).

In ancient India too the glorious traditions of Vedic period granted the equal opportunities to men and women almost in every sphere of social life. In Vedic period there were women like Maitrai, Gargi and Lopamudra, who enjoyed intellectual status equal to their men. There were women philosophers like Pingla and Sanghmitra. There were women incarnation of bravery and intelligence like Nurjahan and Jijabai who wielded an influence which twice changed the destinies of India (Wadia, 1979: 20). Women had all rights in property, education and in marriage too by the custom of

'Swayamber.' Re-marriage of widows were allowed. Sati pratha did not prevail during that time. We may, therefore, conclude that many girls from well to do families used to be given a fair amount of education down to about 300 B.C. (Altekar : 1962). Shakuntala Rao Shastri writes that The Rig Veda does not mention anywhere the practice of the burning or burial of widows with their dead husbands. On the whole Hindu women held an honoured place in ancient India and she was defined as shakti - pillar of strength (Shastri, 1960).

Degradation of Women

Decay of Vedic traditions and several other drastic changes that took place in the Indian society led to the curtailment of the freedom of women. The actual decline in the status of women, both in the family and outside and a corresponding consolidation of patriarchal authority, began during the age of the shastras, sutras and epic (500 B.C. 8500). Manu advocated male supermacy and wrote that the rights of a woman depended entirely upon her husband (Ramu, 1989: 18-19).

Women once again regained lost ground during Budha's time. Lord Budha's compassionate outlook and respect for humanity was perhaps responsible for this resurgence. The gains women made with the emergence of

Budhism were soon lost following the muslim invasion in the 11th century. Their social, economic and moral dependence on men was total (Ramu, 1989: 19), sons were valued more than daughters due to various reasons, during this period. Early marriage, parda, hypergamy, polygamy, female infanticide due to Mughal imperialism and influence of Muslim culture. Sati, widowhood, inferior status in family, dependent status etc were due to orthodox religious ideology and patriarchal joint family system. Neera Desai stated 'ideologically women was considered a completely inferior species, inferior to the male, having no significance, no personality, socially she was kept in a state of utter subjugation, denied any right, suppressed and oppressed (Desai : 1957).

In western societies too the degradation of women upto early nineteenth century was on its upper limit. Elhelwood in his book 'The Pilgrimage of Perseverance' stated that 'the victorian age glorious and prosperous was for women the dark night of their soul (Elhelwood: 1949).

Upto nineteenth century half the world's humanity has been deprived of its self respect, education, economic and political participation all over the world. Women were denied all kinds of civil rights such as of

independent social status, property rights, right to vote, right to education, occupation, nationality and so on. She was placed in complete state of subjugation.

The ideal image of a women was of a faithful, obedient, self sacrificing, submissive wife, loving mother and tireless, tolerant, kind prenent and patient, silent menial worker of household chores. The division of labour in family and society was complete demarked as men are bread winners and master of the family and women were responsible for housekeeping and were expected to play submissive and subordinate role, more likely to say, as family slave.

This situation of women had built into tradition. More and social ethos. Religion and Society Sanctioned it. Encyclopaedia Britanica put this fact "the very word woman sums up a long history of dependence and subordination." The great historian Gibbon statd that there was then stern and haughty spirit of the ancient law that women were condemned to the perpetual tutelage of priests, husbands of guardians; a sex created to please and to obey was never supposed to have attained the age of reason (Kidwai, 1978: 3). Jesus Christ also counselled the married women, "They desire shall be thy husbands, and he shall rule over thee." (Ibid: 3).

Kidwai has further observed that the attitude of the great Indian law giver Manu regarding women was that they love their beds and ornaments, and have loose desires, they have a bad temper, are frail, irresolute and never straight, for this reason he prescribed for women, "Day and night must women be held by their protectors in a state of subjection. The salvation and happiness of women revolve around their virtue and chastity as daughters, wives and widows. This theme has been reiterated by the recurrent symbolism of seed and birth.

Indian anthropologist Leela Dube while referring to this symbolism comments: One of the most significant aspect of the symbolism is how the two partners are situated in the process of reproduction. In her body man has the seed; the woman on the other hand is herself the field. The two partners are not at par with one another in so far as the process of reproduction is concerned. The offspring belongs to one to whom the seed belongs. In fact he also owns the field. A very sinister implication of this symbolism is that the man is the lord, master, owner or provider. A daughter or a wife is a commodity or a possession (Dube, 1978: 8).

Unfortunately her tireless, priceless house wife's role of child bearing, child rearing and home keeping is not even recognized by the society as of socially important. "Cooking, cleaning, childcare, care of the sick and elders, animal care, kitchen garden etc., in other words the entire range of activities related to human survival are ignored, not counted and not valued (Krishan Raj, 1988: 892).

The renowned sociologist Thorstein Veblen has stated that according to the ideal scheme of pecuniary culture the lady of the house is the chief menial of the

household. According to Adiseshiah (1989) in our social history women were thus converted into semi-servant class. And the value of the services rendered by this semi-servant class is not included in the calculation of national income, nor is their number included in the work force of the country. Women are regarded by and large outside the mainstream of the national economy.

This fact is recently admitted by U.N.O. in their posters stating:-

They work two-third of the hours worked in the world but only a third is registered as work.

For all this, women earn a tenth of the worlds income and are registered as owner of hundredth of the world's property.

(Source: Probe India, June, 1992)

And this social system of inequality and exploitation of women became the vested interest of patriarchal society. This truth is stated by Jayanti Patnaik, the chairperson of the National Commission on Women (1992). To Patnaik, a women is considered to be the weaker sex - also, a mere sex object. This 'weakness' ironically is les biological than man made. It is the conspiracy of male dominated societies the world over that strive to ensure that women remain weak - socially, legally, educationally and economically. The proces of

discrimination and demolition starts even before birth. This process has not stopped even today at the end of the 20th century where advanced technology has given a new weapon against the female sex: amniocentesis, the clinical test that enables determination of the sex of the Foetus. This development has given a modern high-tech face to the age-old practice of female infanticide.

Former M.P. and a prominent women activist Promila Dandvate expressed her view that the basic reasons behind atrocities against women is the double standard in the perception of role and responsibility of women. While the male child is supposedly born with all the virtues, rights, immunities, capabilities, the female child has to prove herself all the time, in every sphere of her life be it her chastity or capabilities. (Probe India, June, 1992, p.10). Jaya Laxmi Reddy too, expressed her view in the same spirit of feelings. "Humanity is male, and male defines women, not in herself but as relative to him... He is the subject, he is the absolute... she is the other... Despite the central place assigned to women in national policies and strategies of development, women still remain differentiated and discriminated in very sense of the term - educationally, economically and socially. Gender

inequality has proved to be primary, durable and far more stable than any other form of inequality, i.e., economic, political, racial, cultural etc. 'Inequality based on sex was marginalized and kept invisible for centuries. Woman is virtually made incidental' and opposed to essential. She became an object cast in a mould of man's making." (Reddy J.L., 1992: 87).

The situation became more complex and worse when women themselves have accepted and conditioned with their secondary status and slave like life style. Their self perceptions and self portrayals were also the same what society projected on them. She always asked her female child to behave in a 'feminine' way and women like 'modesty'. She felt pride in serving her husband, obeying him blindly and even in tolerating his cruelty silently. The Hindu elite society, with its remarkable subtle intelligence had given a socio-religious and cultural sanctity to women's place in family and society which served as an effective camouflage for the exploitation of women that she could not imagine her role otherwise than her stereotyped traditional role.

Right from the beginning of human civilization upto nineteenth century women was treated either as

goddess of love, sacrifice, purity and a thing to worship or she was treated as slave but never as human being. Ghosh has observed that ideally woman was accepted as a living force in society, the embodiment of shakti and symbol of purity, religiousness, spirituality and sacrifice, but she was denied equal rights in marital, familial, social, educational and political spheres. She was seen both as goddess and as a slave but not as a person (Ghosh: 1985).

Women's emancipation development and re-instatement
in society family and national life

The conclusion from above descriptions is that there were strong socio-cultural, economic, political and religious forces and to some extent women themselves were responsible for the utter degradation of women.

In this situation the emancipation or development would mean conscious and organised efforts to change this system of social, economic, cultural and political inequality. In 1900 the world was in a process of slowly emerging from a dark age for women. There were three schools of ideologies regarding the emancipation of women or women's equality with men:-

- (1) Marxian or Socialist Feminism;
- (2) Radical Feminism;

(3) Liberal Feminism.

A brief note on the above is as follow:-

(1) Marxian or Socialist Feminism:

In marxian or socialist analysis, the development of capitalism is the root cause of the exploitation of women. "According to this framework, women's oppression is inextricably tied in with clas oppression at both the national and international levels. Therefore, liberation of most women is not possible within the prevailing capitalist world system." (Mathew and Nair, 1986, 1-2).

The solution of the problem was integration into social productions within a socialist economy is a pre-condition for women's freedom from the constraints of gender role.

(2) Radical Feminism:

This second dominant tradition in feminism can be identified as 'separatist' in character. This ideology is based on the notion that male domination or patriarchy is the primary social division and of more significance than class or race, relatively, and thus the root cause of women's exploitation and slavery. This point of view may be clearly observed in the late 60s women's liberation movement formed in U.S.A., U.K. and France led by Betty

Friedan and Germaine Greer. This school of feminism believe that sexual politics is the politics of patriarchy. Patriarchy's chief institution is the family. It perpetuates the sexual division of labour through socialization and family is maintained by the principle of legitimacy. This ideology of feminism expressed an uncompromising critique of male brutality (physical and mental) and male power (economic, political and military). Germaine Greer has put that as wives, mothers, lovers and employees, women are not only still body and soul in bondage to men, but are deformed by them - made into eunuchs, so every woman must come to know herself; her body and mind. Women also must learn their own histories and must learn to share their experiences with one another untill they understand identity and explicitly come to terms with the many psychological techniques of domination in and out of home (Greer, 1971).

The only solution to remove the male supermacy is to abolish the partriarchy system and the institution of marriage. They stressed on the establishment of female communities and the strengthening of women's relationship to each other. Greer (1971) concluded that 'If women were to realize their true potential as independent persons

and insist on contributing their special talents towards running the world politics, business, technology as well as family life, civilization might be led towards maturity instead annihilation....

Betty Freidan in her popular writings popular book, ('The Feminine Mystique' and 'The Second Stage') has explained elaborately the sources of women's exploitation. Under the caption 'A new life plan for women.' she declares "women can fulfil a commitment to profession and politics and to marriage and motherhood with equal seriousness." (quoted by Whittick: 1979).

(3) Liberal Feminism:

This ideology was vastly accepted in the west as well as in India. In the U.K. and U.S.A. the longest tradition is that of liberal feminism directed towards obtaining rights, equality, justice, opportunities through the constitutional amendments and reform compaigns within the existing social and political frame work.

Liberal thinkers of the west like H.G. Wells, J.S. Mill, Henry Fawcett advocated education, vocational and professional rights for women. In 1866 J.S. Mill and Henry Fawcett had presented "Women's suffrage Bill" in the House of Lords (England). In the bill they argued the use of the term 'person' in place of 'man.'

Mill's work "subjection of women" had a great influence on women activists and women's organizations which were struggling for equality and right to vote. He stated that the existing relations between the sexes, the legal subordination of one sex to the other, is wrong in itself, and now one of the chief hindrances to human improvement and that it ought to be replaced by the perfect equality admitting no power or privilege on the one side or disability on the other. Mill (1969). A vast majority of intellectuals had supported Mill's efforts and ideas regarding women.

The reform campaigns of 19th century in the educational and professional fields turned violent in the 20th century in the form of struggle for suffrage. Recent victories for 'equal rights,' equal pay and sex discrimination legislation and many reforms in social policy, employment and so on are being campaigned for. (Mathew and Nair: 1986).

In 1904 an International Alliance of Women (I.A.W) was established. The women organizations of many nations were members of this organization. Its first congress was held in Berlin. Its 23rd congress was in India in 1973. The aims of continuous long struggle of I.A.W. was to

secure equality and respectful status for womenkind all over the world. It was the greatest achievement on the part of I.A.W. that U.N.O. had established commission on status of women in 1946. A worldwide survey was done by this commission and the related governments were asked for immediate action to grant franchise and other political rights, education, equal civil rights including in marriage, property, guardianship of children and independent nationality for married women and prevention of discrimination against women in social and economic status and customs.

Again it was suggested by the I.A.W. that there was still considerable discrimination against women in most of the countries which was incompatible with human dignity. On the appeal of I.A.W. and its related women organizations, a historic declaration on the elimination of discrimination against women was made on 7th November, 1967, by the General Assembly of United Nations.

The most decisive step for women's emancipation taken by the United Nations was World conference of International Women's Year 1975 and the celebration of Womens' Development Decade from 1975 to 1985.

Women Organizations In India:

In India the Hindu revival movements of the late

19th century have done a lot for the emancipation and re-establishment of women in position of honour. Arya Samaj, Brahma Samaj, Theosophical Society and other reformed organizations told the people that female equality was the part of Hindu religion.

Many women leaders such as Sarla Devi Chaudhrani, Pandit Rama Bai, Rani of Mandi, Annie Besant, Sarojini Naidu emphasized women's values of love and sacrifice, service and nonviolence for the development of society which they claimed 'inspired and sustained by the mothers of the race.' Annie Besant recognized women's plural role for the advancement of society. She said, 'women are mothers, wives and tender rulers of the household, educated teachers of the young, helpful counsellors of their husbands, skilled nurses of the sick.' She said, 'Indian greatness will not return until Indian womanhood obtain a larger, fuller life.' (quoted by Natesan, 1921: 73).

Many women organizations such as Ladies Association (1886), Mahila Samiti (1909), Bhagini Samaj (1916), Bharat Stri Mahan Mandal (1925), Indian Women Association (1917) and All India Women's conference (1926), were established for cause of rise of women's status in the society.

Gandhiji realized Strishakti (Women power) and he involved women in freedom movement. Gandhiji understood and appreciated their resilience their tenacity, their capacity for self-sacrifice and for silent suffering. He considered these qualities to be a strength, believed that they constituted a powerful moral force in society, and was convinced that this was the kind of force that was needed to handle the national struggle for freedom (see also Chitnis: 1988, 236).

Many women leaders like Kasturba Gandhi, Sushila Nair, Aruna Asaf Ali, Saronjini Naidu, Sucheta Kriplani, Usha Mehta have participated in Satyagarh and Quit India Movements.

Many women from Bengal like Kalpana Datta, Kalyani Bhattacharya, Latika Ghosh, Kamla Das Gupta, Durga Bai came from their seclusion and joined the revolutionary group of independence movement. They also participated in underground activities successfully. The Indian Women once again proved that they are really the pillars of strength and capable of every kind of enterprise.

In Independent India although the women were granted all kinds of rights and opportunities and the constitution categorically rejects gender discrimination,

but the attitude with which women's question was handled was very objectionable and uncomfortable.

"The Constitution of India" considers women as a weaker section of society - deserving special protection, care and welfare." And they are clubbed together with children and the handicapped in the reference of the central social welfare Advisory Board.

The Terminology of the Constitution is close to that of Manu, who saw women as dependents. Whom he advised to function under the guardianship of father before marriage, of the husband after marriage and the sons in widowhood. This term is also close to the word 'abala' (without strength).

However, since the Sixth Plan, the situation had changed. Women are being referred to as 'partners' in development. Correspondingly, programmes for their advancement and their welfare spoke of their empowerment. Credit goes to the women's decade with its strong feminist impulse. During the Seventh and Eight Plan period special programmes for women health and education have been launched.

Official reference to women as partners in development must be seen as a quantum jump in the

attitude to the women's issue which helped women to participate in wider range of social, economic and national activities.

CHAPTER - II

RESEARCH METHODOLOGY

Statement of the Problem

This study comprises of an exploratory analysis of women engaged in three professions, i.e., university teaching, medicine and law. These are regarded as noble and male dominated professions. It seeks to explore the avenues and problems of women involved in these professions.

The Objectives

The objective of this study is to find out in what way entry of women into these economically gainful and intellectually superior professions has contributed to their status in familial and social set-ups. The study also aims to examine the socio-economic status of women in these professions vis-a-vis their mobility in contemporary social scenario. At the same time the study is also targetted to findout the factors that motivated women to opt for one of these professions. It also attempts to examine how far their commitment and involvement brought to them job-satisfaction and role conflict due to dual responsibility of home and employment.

Research Design

The study is descriptive in nature, hence no formal research hypothesis has been formulated; no

attempt has been made to examine any particular theory. However, a research strategy is a must for any research. Keeping in view of the problem and objectives, following research strategy has been adopted.

Assumption of the Study

Higher education, employment and professional position has brought to women respect, power and recognition among family members, at place of work and in society at large. At the same time these factors have helped women to have more positive self-concept a higher level of confidence and a resultant personality which is enriched and balanced.

Selection of area of the Study

The Universe - The study is directed to the two cities of Uttar Pradesh viz. Allahabad and Meerut. Some rationale may be provided for selecting these two cities. Allahabad is the 'Sangam' of the High Court, the University and the Medical College i.e., of the professionals of three required categories, and in Meerut also there is the University, Medical College and Law Courts of the commissioner level. Meerut and Allahabad represent together the east and the west of Uttar Pradesh.

The Universe

Thus the universe is comprised of women professionals in the cities of Allahabad and Meerut where

they were about 760 in number in 1992. Their breakup profession-wise and placewise is as under:

	Teachers	Doctors	Lawyers
Allahabad	140	150	80
Meerut	175	165	50
Total = 760	315	315	130

Sample

Due to the nature of research problem in hand and limited resources a probability sample was impracticable. Under the circumstances the respondents were to be picked up and chosen according to a set plan and subjects' (women professionals) readiness to respond to the schedules meant for collection of data. The study thus admitted only a purposive sample. Consequently, all efforts and precautions were taken to ensure that the sample design had minimum biases and was representative enough of all the three categories of women professionals.

At the outset the research plan intended to draw a sample of 250 respondents (100 teachers, 100 doctors and 50 lawyers). But the constraints of time and resources as also hesitant willingness of respondents to cooperate with the study due to their busy schedule of professional work - problem of not keeping appointment and not giving time necessitated reduction in initially

intended sample. The study had finally a sample of 160 professionals constituting the three professionals 70 teachers, 50 doctors and 40 lawyers (N=160).

Techniques of Data Collection

The data collected for this study belong to two categories: Secondary and Primary. Secondary data was obtained from published and unpublished materials in the form of books theses, reports, journals and periodicals devoted to women, specially working women. It was collected from the libraries of Meerut University, University of Allahabad, Women Studies Centres, B.H.U., Varanasi, Kurukshetra University, Kurukshetra, NCERT and ICSSR, New Delhi.

Primary data were obtained using resorting schedule and interviewing. Information was gathered in the form of responses to an elaborate and carefully prepared and pre-tested by Pilot study Schedule covering all the aspects of the problem. Personal interviews were resorted to for intensive questioning with the help of an 'interview guide.' It was structured. In order to obtain in-depth information related to respondents' profession and how they felt being in it, how they entered and what are the negative and positive aspects of their profession in respect of their own circumstance. Some-times open-ended interviewing was also done. Thus was felt

essential to complete case-studies and to close on ambiguities to arrive at objective and definitive conclusions.

Interviews were done mainly in the staff room of the colleges and departmental rooms or individual teacher's room in the universities or some-times at the residences of teachers. Doctors were interviewed in doctor's chambers in the hospitals, medical colleges, private nursing homes and clinics, lawyers were contacted for interview in the High Court, District Courts, Commissioner and at private offices of lawyers in lunch time or at any other free time at the convenience of the respondents by appointment. Prior appointment was sought in case of respondents from all the three professions.

Time Spent on Field Work

It took about fifteen to twenty months in completing the field work. The time spent in data collection was substantially long -- it was because of the nature of respondents -- their professional demand on time and energy besides their being scattered in two cities of U.P. one from eastern zone and the other from western. They were to be contacted individually. The data could not be gathered from them in cluster.

The researcher met all the respondents personally and explained the objective of her study to them, and

convinced them with the importance of such an investigation. They were also assured about the confidentiality of information. They could, if they liked, keep their identity anonymous by not giving their names. They were also told that it, was purely an academic work which could not be done without their co-operation. The difficult process of approaching individuals personally and depending on them for getting a time slot in their schedule of work she could manage only 160 cases as described above. Some of the respondents showed considerable or great interest, few were initially reluctant but ultimately they agreed to co-operate but few other were totally unwilling. For these reasons the process of survey and field work took such a long time.

Difficulties Encountered

All the professional women, who were personally contacted, were not co-operative equally. Some of them were suspicious and thought that perhaps the interviewer was trying to dig into cases of negligence on their part, some suspected the enquiry and feared last it be used for income tax purpose (specially doctors and lawyers). Many were reluctant to be interviewed and were disinterested and evasive. They did not keep the appointment and pretended to be busy or tired. Most of the teachers

wanted the schedule to be left with them and collected some other day. In most such cases, the researcher did not find the schedule ready on the day it was promised. Some of them lost the schedule and wanted another set of schedules. A few did not return at all besides repeated promises. Some thought that it was intended to make in-roads in their private personal way of living and doing profession related work.

Women professionals in law and medicine were more busy than the teachers. Some doctors were not ready to be interviewed, they were unwilling to fill up the schedules because they had filled two-three times such forms for research purposes but none of researchers to-date intimated them the conclusions they had drawn, neither they cared to send any report to them. This researcher has made solemn promise to send them the conclusions of her study. Perhaps this won their heart and enlisted their cooperation.

Doctors in medical college and hospitals, were very busy, specially, Gynaecologist, child-specialists, and specialists of any field. They had to kept patients waiting while being interviewed by the researcher and sometimes she had to wait for doctors. Some did not completed the interview so she had to visit respondents

three or four times to get the schedules filled-up and complete the interview.

The doctors practising privately in their nursing homes or chlinics were although most busy but on the repeated request of the researcher they accommodated her and allowed enough time for intensive inquiry as required for case studies.

Experience with lady lawyers during interview was beyond expectations. They co-operated, treated the researcher nicely, although they had to be chased in High Court and Upper Civil Judge's, Munsif's, District Courts and in Board of Revenue, commissioner's Court and Tribunals. The respondents were contacted in chambers or libraries of the High Court during lunch hours. They were told about the purpose of the study, most of the women lawyer respondents of the sample gave all out support and cooperated with the researcher by readily agreeing to fill-up the schedule and give appointment for conducting interview. Some of them gave one-and-a-half hour to two-hours, and answered all those questions which were of descriptive type. One senior most and two other lawyers permitted her to come their offices at their residence for intensive probe, thus facilitating preparation of case studies.

The researcher met two upper civil judges and one munsif in Meerut District Court, in their offices. They warmly responded to her request when she explained to them her purpose. They offered her cold-drink and tea during lunch time, they answered her questions very patiently. They were ready to offer more cooperation but people interrupted the work many a times during interview and they felt sorry for that. One lady lawyer at Meerut District Court was so busy and was surrounded by her clients that when she approached her in the chamber at pre-appointed time, she could not get even a sitting place for herself to wait till she was free of the clients whose briefs she was either discussing or looking into the case-law in support of her case. After an hour's waiting she could snatch sometime to talk to her. She apologised for not being able to keep time. With great difficulty and prolonged sittings and waitings amidst interruptions she could manage two hours interview from her and her junior lawyers. She gave the researcher enough information during that time which enabled the researcher to prepare the case study of such a busy lady lawyer.

On the whole the field work, with the three different kinds of top professionals was trying, challenging and exciting experience, at time

disheartening too, specially while dealing with teachers and doctors.

Limitations of the Study:

This study included only those working women who are in top jobs, which were considered only male preserves till two or three decades back. Their number is microscopic when viewed against the whole women folk who are engaged in economically gainful activities. Thus the conclusions drawn from this study may not be applied for the whole population of working women.

This is an academic venture based on facts obtained through schedules, group interviews and personal interviews and their analysis and explanation.

It is purely an exploratory sociological analysis. Interpretation are based on researcher's reasoning. It may lack absolute objectivity. The attainment of complete objectivity is difficult in the case of a women, who herself is in the same or in the sister profesion, trying to study other women professional of her kind objectively.

CHAPTER - III

PERSPECTIVES OF NOBLE PROFESIONS

Meaning of Profession:

(A) The Oxford English Dictionary (1970) - defines profession as "a vocation in which professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it."

(B) Encyclopaedia Britannica explains the concept of profession in these words: "In principle the profession is devoted to public service, and financial gain presumably is secondary. Professional codes recognize duties to the cause of learning, to clients or patients and the public, as well as to the colleagues." -- The learned professions are bound together in a common discipline which creates a spirit of fraternity, scholarship and public service. The professional practitioner does not deal at arms length with his patients or client (1968, p.472).

Talcott Parsons in his book Social System (1965) defines the professional as "some one who is supposed to

be recruited and licensed on the basis of his technical competence rather than his ascribed social characteristics, to use generally accepted scientific standards in his work rather than particularistic one's; to restrict his work activity to areas in which he is technically competent; to avoid emotional involvement and to cultivate objectivity in his work; and to put his client's interests before his own."

Independence or autonomy is the significant value of every established profession. Professional independence means the freedom to practice one's craft without interference, advice or regulation by others - it seems more closely related to a state of mind encouraged by the character of professional work.

"Knowledge, faith in oneself and successful action are important traits in profession."

Parsons, 1951.

In International Encyclopaedia of Social Sciences (Vol. 12, p.536), the concept of profession is explained in terms of its common characteristics. "The development

and increasing strategic importance of the most important change that has occurred in the occupational system of modern societies the growth of the professions has brought to prominence a set of occupations which never figured prominently in the ideological thinking that after having crystallized have some institutional means of making sure that such competence will be put to socially responsible uses. Such as the application of medical science to the cure of disease, the skills of teaching and of research in the pure intellectual disciplines are cases of such use. Thus the occupational complex we call the profession is organised about that element of the modern culture system ordinarily called intellectual disciplines.

Originally the term profession denoted certain vocations, law, medicine and divinity, which in pre-industrial Europe were the only occupations that gave people without unearned income the opportunity to make living which did not entail commerce or manual work. The term refers not to a clearly delineated field of sociological enquiry but to a heterogeneous range of studies dealing with the problem of how the occupational

structure and particular occupation articulate with other segments of society like the family, the economy, the educational system of social stratification.

According to the New Dictionary of Sociology, "the term 'profession' denotes occupations that apply to a systematic body of knowledge to problems which are highly relevant to control values of society." (Mitchel, 1978: 148-149). Sunders and Wilson (1933) are of opinion that typical professions exhibit complex of characteristics and that other vocations approach this conditions more or less partially developed. Many writers have attempted to list the elements of professionalism. Abraham Flexner (1915) stressed "Individual responsibility, practical application of an intellectual technique, a tendency towards self-organisation and increasingly altruistic motivation." Morris Cogan (1953) after surveying numerous attempts to define the term profession concludes that 'a profession is vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science and upon the abilities accompanying such understanding and these abilities are applied to the practical affairs of man.

The profession -- considers its first ethical imperative to be altruistic service to the client. Geoffrey Millerson (1964) has analysed the characteristics enumerated by 21 commentators and lists the following as most frequently mentioned: (1) a profession involves a skill based on theoretical knowledge; (2) the skill requires training and education; (3) the professional must demonstrate competence by passing a test; (4) integrity is maintained by adherence to a code of conduct; (5) the service is for the public good; (6) the profession is organised.

After reviewing relevant studies on Sociology of Profession Mitchel (1978) has indicate the following investigations under sociology of profession:-

(1) the division of labour, its causes and consequences; (2) the function and meaning of work and related phenomena such as leisure, unemployment and retirement; (3) the study of specific occupations and such as the prostitute, the dock workers, the clerk, the architect and the physician. Research has concentrated on such topics as the amount and method of remuneration, recruitment and training, career pattern, conflicts

inherent in the role. The relation between personality and occupation, interpersonal relation at work, the public image of the occupation and the distribution of power and prestige within the occupation. (Mitchel, 1978: 149).

Relatively permanent professions must have some institutional means of making sure that such competence will be put to socially responsible uses. Such as the applications of medical sciences of teaching and saving the interest of clients in formal court-systems.

According to a NCERT documents, (Sociology of the Teaching Profession in India, edited by Ruhela, 1970), "A profession is distinguished from other vocational groups in its emphasis upon the idea of dedication to serve the mankind besides its economic rewards. A profession is also said to be based on a body of verified experiences, which enables its practitioners to develop theoretical insight in their work. A true profession is now recognised as an organization that regulates admission of members, exerts control over them and secures for them certain rights and principles."

Special training, distinguished competence and its

recognition in public or in society, professional organisation and a code of conduct are the main components of a profession.

Historical Background of Profession:

The Encyclopaedia of the Social Sciences (Volume 11-12) has examined the historical scenario of the old professions in the following manner:-

" At the close of the seventeenth century Addison spoke of the three great professions of Divinity, Law and Physicians. The term profession was not new in his days. It was employed several times by Bacon. The earliest instance of its use recorded by the Oxford English Dictionary dates from 1541. But there is no corresponding term in any language of the ancient world. Nevertheless, every society has had its priesthood, many early communities know the lawyer and the physician, while even the most primitive accorded a special position to the medicineman." It appears that in the ancient times there were no training schools where those who followed the vocations, which we call professions could be

trained. They seldom formed distinct social group, more over they did not form vocational associations of the kind familiar to us.

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Passing over that epoch of social disintegration that we know as the dark ages and coming to mediaeval time we find that many of those doing work now called professional were in the ranks of priesthood while others were organized in guilds. The universities in origin were no more than guilds of teachers and students, but because mediaeval culture was essentially religious they came under the dominance of the church and all their members were required to take atleast minor orders. The organization of universities was fairly uniform, typically there was the faculty of art and the three superior faculties of theology, law and medicine. The courses of instruction were lengthy and the graduates who had received this prolonged formal training constituted a class of learned persons, some specialized in law, some in medicine, while others not less learned, though their learning was less specialized, passed on to a life of teaching or administration. The universities of mediaeval Europe, were in fact training schools for work of a kind that we know class as professionals.

Thus the principal difference between the situation in ancient and mediaeval times was that in the latter the teachers, administrators, lawyers and physicians had received prolonged formal training and constituted a class apart; and it is this characteristic, the possession of an intellectual technique acquired by special training, which can be applied to some sphere of every day life, that forms the distinguishing mark of a profession.

Concept of Noble Profession : Why a Profession is Noble ?

A profession, traditionally speaking was noble in the sense that it is devoted to social service by special skill and learning. The importance of it for the society is unaccountable in terms of quantum of money. Thus in the Present research three Professions viz. teaching, medicine and law are regarded as 'noble professions.'

A teacher or a Guru was a person with an outstanding scholarship mixed with universal generosity, piety and goodness, whose only mission of life was to disperse and to trans the light of knowledge (gyan jyoti) and intellectual tradition from one generation to the next to prevent the torch of knowledge and culture

from burning out. He was contented with the alms which his pupils had received for him and for Ashram's subsistence. Not only in India but till the mediaeval period teaching profession was widely revered all over the world and the teacher held in high esteem in the society. Even there was tradition that on the arrival of gurudeo, the king and his ministerial cabinet greeted him by bowing slightly in his honour. Guru was the chief counsellor of the king

A doctor was treated as (dhanvantri) the life giver and was and was revered next to God by the patients and his relatives. He worked and experimented tirelessly with life saving valuable herbs and made extracts and medicines out of them with no cost no profit and served the suffering humanity from total diseases with passion of love and kindness and lived his life on the great old Indian ideal, simple living and high thinking.

A lawyer who was the saviour of his clients from injustice and exploitation, was also contented with whatever pennies his client had put in the backpocket of his gown without knowing who paid howmuch.

These professions were noble or high in rank because of their "noblesse-oblige" character. The practitioners of these professions were seriously conscious of the rank imposed obligations of professional ethics attached with their respective professions. The spirit of service and fraternity were prominent in these professions.

CHAPTER - IV

REVIEW OF LITERATURE

In this chapter some selected studies relevant to the present research will be reviewed.

The pioneering and independent studies on various aspects and problems of women's life received vast importance in post independence era in India and after the World War II in countries abroad. In India there has been a virtual explosion of studies on women during last two decades bringing the existing women's issues and reality to light, alongwith the inevitable questioning of the existing body of knowledge which has been silent about sexual asymmetry, inequality and the decline in status of women. Neera Desai observed that since reform movement days as well as post independence era women have been looked upon either as victims of social practices or targets of welfare, but never as 'participants in development.' (Desai, 1987: 6). According to Maithrey Krishan Raj, women studies, by and large, today are targetted to:

- (a) Removal of women's invisibility (in social knowledge and social actions);
- (b) Highlighting of problems specific to women;
- (c) Redressal of inequality, injustice and oppression;

- (d) Identification of the sources of powerlessness for women. (Krishan Raj, 1988: 892).

Women studies, specially during the women's development decade are observed to have taken a changing trend. Most studies emanate from the belief that women suffer from systematic social injustice because of their sex, besides other forms of injustice in society.

For our purpose, we may categorise women studies under four heads. They are:

- (a) Works compiled in the form of bibliography on women studies;
- (b) Works related to the status of women in India;
- (c) Works related to some aspects of women's lives such as marriage and family, education, health and family planning, exploitation of women, politics and religion;
- (d) Some researches are completed on women in skilled jobs.

A brief discussion of these research aspects are presented below:

Research Works Compiled in the form of Bibliography on women Studies

- (1) 'A select bibliography on women in India' has been compiled by Research Unit on Women's Studies,

(SNDT) Women's University, Bombay, 1975.

It is a valuable document which includes title of all books published, till March 1975. A list of unpublished thesis and articles published in most relevant journals are also included in it. This is an useful guide for future researchers. It leads one to infer areas that have remained neglected or untraversed.

- (2) Suchitra Anant, S.V.R., Rao and K.Kapoor (1986) have brought out 'Women at Work': A Bibliography

The book gives very useful account of working women contributing to Indian economy with their toil and turmoil. It covers organised sector as well as unorganised sector of Indian female labour force.

- (3) Women in India: A Statistical Panorama, Edited by P. Prasad Sinha (1990), presents latest quantitative data covering all the important aspects of women's life such as male female ratio in population, birth rate, death rate, health and family planning, literacy, higher education, training vocational, professional, technical, work participation, unemployment among uneducated, educated, women jobseeker, etc. It is a valuable document which highlights the factual positions of

women in India.

- (4) Towards Equality: Report of the Committee on the Status of Women in India (1974) is a government effort undertaken for the first time to assess the real position of women in India. The survey was conducted during the period 1971-1974. The investigations of the committee (CSWI) represent the watershed in the field of women studies in the country. Starting with a new perspective, these investigations collected, for the first time a large body of data on different aspects of women's lives, and identified unexpected trends in women's situation such as decline in sex ratio, declining economic participation rate and growing gaps in life expectancy and mortality rates between men and women. (UNESCO Report, 1983).

Report of the committee on the status of women during the span covering brought forth the state of affair with regards to women three decades after independence and two decades after planned development. The picture of women's position that emerged was startling in its grimness. Women's position was observed to have worsened considerably in every sphere with the exception of some gains for middle class women in terms of

education and employment. Veena Majumdar has stated that the CSWI enquiry was a revelation and an intense experience which shattered women complacency, transformed their consciousness and made them question their own lives, values and their arrogance of knowledge' (Majumdar: 1983, 19).

In committee's report it is stated in reference of ILO's report on women workers in a changing world that 'while formal discrimination in employment based on sex is tending to disappear, informal policies and practices are tending to persist. The residual forms of discrimination tend to operate, formally and informally at a higher level in the occupational pyramid, often blocking the advancement of women on the ground of their individual merit irrespective of sex (CSWI, 1974: 214-215).

- (5) Directory of Indian Women Today Edited by Ajeet Kour (1976) is a record of nearly 6000 women who have begun history in a small way in Independent India. This publication gives a comprehensive idea of the achievements of Indian women. It has been observed therein that India has no dearth of women power, women always have played a dominant role in

shaping the history of this country, but their contribution had been invisible or unrecognised and unrecorded throughout the history. The directory is a modest forerunner of future women's record of golden era. Though, the material in this directory gives us a microscopic estimate of the womenpower in this huge and populous country, yet it does provide the necessary reassurance and courage to channelize this huge force for the task of national reconstruction. The intention of this work is to show that women, like men, are cogs and bolts of the very complex machinery called society.

In this priceless work, the contribution of Indian women in every sphere of life such as in fine arts, education, medicine, science, law, government services, politics, social work, writing and journalism etc. is included.

Studies Related to Status of Women in India

(1) The position of Women in the Hindu Civilization: From Prehistory to Present Day 3rd Ed. A.s.Altekar (1962) is a classic text on the status of Hindu Women from prehistoric times to the present day. Although the analysis is based on status of upper-castes elitist

section of women within the Aryan Vedic traditions, even then it sets the tone for almost all research work on women during coming decades.

(2) Social Status of North Indian Women: Illa Mukherjee (1972) is a study which focusses on the status of women during the period of Mughals in India. The study is based on the written texts of contemporary vernacular literature and accounts of foreign travellers.

(3) Women in India : Neera Desai (1977) is a pioneering work on Indian women from feminist perspective. It examines the changing position of women in India in various historical epochs and explores some of the fundamental factors which affects the status of women in modern age.

(4) Hindu Women: Normative Models: Prabhati Mukherjee (1978) is an attempt to understand the normative structure governing woman in Hindu society and the roles and status assigned to women in it; mainly to preserve the patriarchal ideological system.

(5) Symbols of Power: Veena Majumdar (1978) presents a collection of research studies on the political status of women in India. Book on the one hand highlights the fact that women have been granted formal political rights and that quite a few of them are occupying positions of

power; on the other it tends to cover the stark reality of the situation of gender injustice.

(6) Position of Women in Early India: Suvira Jayswal (1981) is a paper presented at the First Conference of Women Studies in 1981, at Delhi.

In this paper she has observed about the status and position of women in historical perspective in reference to economic evolution. She contends that society in the Rig-vedic period was still predominantly pastoral and nomadic, it did not produce enough surplus to allow any section of society to be completely subordinated or withdrawn from the process of production.

(7) Women and Society: by Neera Desai & Krishn Raj (1987) is a text book with an interdisciplinary feminist perspective. It is very useful in understanding the status of women in India in its real sense. Women's place in society, economy, in family, their education, health etc, and issues like these are dealt in detail and in a very penetrating manner. The atrocities and violence against women such as dowry deaths, wife battering, rape, eve-teasing and other forms of harassment are studied with proof and data. An action plan for change is suggested in a very rational way. This is a complete text

book for women studies courses.

(8) Works related to some aspects of Women's lives such as law, education, exploitation, health, politics and religion:

(1) 'Awareness of Legal Rights Among Married Women and Their Status': B.N. Mukherjee (1975), on the basis of a survey, the researcher has tried to know the legal awareness among the rural women of Tamil Nadu, Haryana and Meghalaya and found that only 3% of the married women were aware of the right of equal work for equal pay, the right of abortion was the next least known. However, the right for inheritance was known to a large percentage of Haryana and Tamil Nadu respondents.

(2) 'Women and Law': Constitutional Rights and Continuing Inequalities: T. Minattur, (1975), has observed that despite the constitutional guarantees of equality, Indian women are suffering from continuous discrimination and inequalities in almost every sphere of life. She was of opinion that radical change in the attitudes of women induced by an awareness of their constitutional rights will be the first step in the complex process of transforming the social structure so that women may enjoy full equality with men in every sphere of life.

(3) Women Power of India: (1976), Tara Ali Baig in this book, she has observed the role of Indian women as 'shakti' and 'sati' symbolizing power and selfdestruction. She has the power to dominate as also she is the victim of male dominance wherein society also joins in the process of victimisation.

(4) Scheduled Caste Women: H.R. Trivedi (1977) conducted a study which placed its focus on the exploitation of scheduled caste women for immoral traffic in human flesh. It was undertaken in three regions - Bijapur, Raipur and Uttarkashi.

(5) Woman Under Different Social and Religious Laws: Sheikh M.H. Kidwai, (1978), is a research about the position of women under the five major religions: Buddhism, Judaism, Christianity, Islam and Hinduism.

(6) Women and Religion: The Status and Image of Women in Major Religious Traditions: Ursula King, (1975). The book contains the results of her study, she observed that in earlier undifferentiated age of development, certain areas of religious activities were open to women which later became closed. Today the position is changing. She notes an interesting trend a women of the lingayat sect in Mysore began to propagate the religious equality of women for women's right to become a Guru and to

initiate disciples. This is clear indication towards move for equality.

(7) Education of Women in India 1921-1966: Laxmi Mishra, (1966). This book provides necessary data regarding the growth of women's education from 1921 to 1966, an eventful period for women's education. Literacy was spreading and norms governing education of women were changing. More and more avenues of learning were being thrown open to women, after a lot of debate on the type of education necessary for women.

This book gives us the background material on the conditions and forces that influenced the education of women. It also touches on the contemporary forces moulding women's education.

(8) Women's Educational Status: Sarina Paranjape, (1989), conducted a study which emphasized the role of education, it hypothesized that education will bring about a reduction in the inequalities between sexes and uplift women's subjugated position in the society. The study started with education in pre-Independence India and observed changes after independence. The study also included references to various commission's and their recommendations concerning education for women. All commission upto contemporary India have been covered.

(9) Women and Media: Analysis Alternative and Action by Kamala Bhasin and Bina Agarwal, (1984). The book refers to the ISTS International issue which depicts the ways in which women have been portrayed in the media to arouse awareness of the sexist distortions in the media portrayals of women across the non-socialist countries both developing and developed.

The study is divided into two section. The first one shows the way in which women are portrayed in different medias and the second one focusses on the attempts to protest against the existing negative portrayals and their struggles to create alternatives.

(10) Tyranny of the Household: Women in Poverty: Devki Jain and Nirmala Banerjee, (1985), is a collection of essays on women in the poor households. The major thrust of these essays is that, there is need to quantify and analyse the inequality in nutrition, energy, outputs and inputs in the work loads that exist within the households and provide remediation.

(11) Indian Women: Change and Challenges in the International Decade 1975-1985: Neera Desai and Vibhuti Patel, (1985). This monograph is a countrywide report on the impact of the International Decade for women on the Indian women with the view of examining the achievements

and limitations. It critically reviews the demographic, employment, unemployment situation, socio-cultural and mass-media and critically evaluate the policies and programmes of development for the welfare of women. It also examines the various trends of women's groups and organisations.

(12) Women in Indian Society: A Reader: Rehana Ghadially (ed): (1988). Under the headings of 'context', 'stereotypes', 'violence,' 'media' and 'awareness' the writer sets out not merely to examine but also to challenge: 'to raise awareness, stimulate thinking, generate discussion and provide fuel for action in changing relevant aspects of women's lives.

(13) Socialization, Education and Women: Explorations in Gender Identity: Karuna Chanana (ed), (1988). This is a collection of thirteen papers examining questions of education and socialization in relation to the construction of gender identity. This is done at different levels and in varying contexts: historical, social, cultural, political and regional, utilizing different types of data including autobiographies and modern literature. Introducing the volume, Chanana emphasises the role of education in the process of women's socialization.

Some Researches On Women Involved In Skilled-Jobs

Entry of educated women into the world of work, specially in the elite professions is viewed as the threat and challenges to the patriarchal social structure as well as disruption for the family consistency and hence attracted interests of the social scientists to look into the reality. Researchers in India and elsewhere have given a penetrating look at the dilemmas, confusions and contradictory normative beliefs about the role of women in family and society. 'Substantial body of research has been accumulated in India as well as in west concerning women's participation in the labour forces as professionals' (hall: 1972).

Studies in the Western Countries

Some western researchers have explored the conflict experienced by married women who are employed and have children studies of Rossi (1964) Rapoport (1971), Epstein (1971) Holmstrom (1972), Poloma (1972) and Garplend (1972) have focussed their attentions on the impact of wives employment on family functions, on domestic relations, socialization of children etc. 'Rapoports studied those professionals who were engaged

in innovative behaviours that are uncommon in most setting and samples. Although these professional couples rearranged their domestic lives in order to accommodate the demands upon each other's careers, they did confront dilemmas and experience role overload; (Ramu: 1989) and at the same time they feel the dilemma of discrepancy between personal and social norms. Studies found that wife's co-provider role has not drastically altered the gender based domestic division of labour and the distribution of power. But on the whole studies indicate that changes are underway that make dual earner families more egalitarian than they were two decades before (Ramu: 1989).

Studies done after 60s to late 80s show that now married professional women had positive attitudes toward the professional women's dual role.

From these findings role conflict does not appear so severely in the attitude of working women. Some studies maintain that women who choose to work for career are happier and more mature. Putam and Hansen (1972) found that professional women had more positive self concepts, a greater degree of personal autonomy and self esteem, more liberated and achievement oriented attitudes towards women's roles and a higher level of self

actualization than non-professional women. They present themselves as comfortably independent, self reliant and satisfied with their accomplishments and were found to have accepted and integrated the traditional view of women's role with a view of individual fulfilment.

The studies, we have referred to above have focussed on the analysis of the problems and dilemmas of women professionals in general. Here are some studies which focussed their attention on the groups of women who are involved in specific professions such as teaching, managerial, executive, engineering etc. In a study Life-style Patterns of University Women: Jan-Tylor and Barbara Spencer (1982) found two types of women professionals, one, career-directed and career accommodated and the other family directed and family-accommodated. The study was based on 93 academic women. Study suggested that women professionals recognize the importance of personal career aspirations in attempting to fulfil career goals. Many of these women would seek to pursue their career goals despite limited support from their husbands. Yet they appear to be satisfied with their employment and their marriage, and they are prepared to do whatever it takes to manage both roles well.

In another study on 'women executives' a sociological study in Role Effectiveness by Napasri Krasonswaosdi (1989) it is found that respondents in this job came from families where their parents were engaged in occupations of high prestige. The educational qualification of married respondents's husbands were equal to or higher to them and they were in high government, army and police services or were professionals. Women executives have equalitarian or dominant role in their families. Women executives of the private concerns were more satisfied with their position, work condition and promotion, were better equipped than women in public sector in their society.

In a study 'Women and Men in Management' by Gary N. Powel (1989) it is observed that there is sex based segregation of occupations in every society. Occupational aspiration of girls and boys are different. With this, tradition bound distinction between male intensive occupations and female intensive occupations, women experience less career mobility than men. Female-intensive occupations typically have few opportunities to move from entry-level to advanced levels of pay and status.

The Social Identity of Women Lawyers: Suzanne

Skevington and Deborah Baker (1989) brings to light some contradictory facts. On the one hand the characteristics of the lawyer are still the characteristics of the male. On the other hand women are treated as positive agents of change. Feminine characteristics are portrayed as good for law. Women lawyers will change the dominant style and they will improve the quality of profession -- women do tend to see what is important for the client, better than men do, so that might bring change.

Although the role conflict experienced by working women and traditional conception of kitchen and home are same for women all over the world, even then the facilities the women of western countries are availing are of greater importance for working women. 'Studies done in the west cannot be generalized in Indian social situations. The facilities provided to educated employed women in western country are entirely different from those in India, this has restricted Indian women in their choice of professions (Paranjape: 1974).

Studies in India

The most significant contribution to the study of working women in India was made by Promila Kapoor in 1960. Her pioneer work was on socio-psychological study

of the attitudes of educated Hindu working women. Later, she worked on major research projects on marital adjustment of working women in India. She found that a married woman's work in itself does not affect her marital adjustment negatively. Rather, it is the nature of marital adjustment prior to employment that is the cause of continuing disharmony after employment. In some cases, employment aggravated the situation.

The study on Changing status of working women in India by Promila Kapoor (1974) is relevant to our present study. In chapter four 'Status of Women in Unusual Occupations.' Kapoor studied the attitude, commitment and problems of women in elite professions such as higher teaching, medicine, law, engineering, architecture, accountancy, etc. She observed that women have contributed a lot to the skilled labour force of the country, but they are still being shaped by the 'authoritarian pro-male values.' 'The drive for individual status is a human need but a woman's status is still measured by the status of her father or her husband and not by her own status and individual standing.

In another study 'A study of women of Bengal, Calcutta: by S.A. Sengupta: (1970), it is stated that

inspite of women's increasing participation in a variety of professions and occupations, one cannot say that their emancipation is being rapidly or easily accomplished.

A number of studies such as Hate (1969), Desai (1957), Mehta (1970), Sengupta (1960), Sengupta (1963), Mehar (1971), Joshi (1972) and Aneja (1966) clearly indicate that 'though theoretically woman is recognized as a social equal of man, the institution of caste and patriarchal family, religious mores and dominant value system are still surcharged with the spirit of male dominance.

Singh (1972) in his study has noted that 75% women have been working out of economic necessity but they are not satisfied with the dual career because they felt that their children suffer badly when they are out of home. Only 25% were satisfied with their work and family role.

The Studies of the Working Women in India: by Satyanand Krishna (1973): In her survey she found that there is still descrimination against women inspite of their higher education and training from abroad. A big firm has refused to promote a woman as editor of a magazine. She was denied to use her ability in this sphere inspite of her keen interest in the job.

In a study 'Career Women: A Sociological Analysis

of Problems and Changing Roles,' by Rekha Subbaiah (1975). She found that parents discourage their daughters from seeking employment outside their homes inspite of economic pressure in the family because of fear of 'Biraḍary'. A few unmarried respondents' parents discourage because their daughters chances in the marriage market would dwindle.

In her study 'Working Women in India: Their problems', Promila Kalhan (1972) comments that dual earner families give rise to problems, but it is essentially women's problem because she is more anxious in maintaining the family consistency than her husband.

The studies of D'Souza (1975), Mehta (1975), Nanda (1976), Kala Rani (1976), Phandis and Malini (1978), Chakraborty (1978) are the valuable works depicting the dilemmas and role conflict faced by the married working women.

For example, 'Role Conflict in Working Women' by Kala Rani (1976) she observed that Indian society continues to be governed by the traditional value system and the role expectation of the past, where women were clearly assigned the roles as wife and mother. However, changes in the socio-economic conditions of modern life and the spread of education has led to the emergence and

participation of a large number of middle class women in different spheres of activity.

In his work, Kala Rani tried to analyse the nature and dimensions of role conflict among the educated married working women.

The Study 'A Sociological enquiry on position of women' by K. Chakraborty (1978) also highlights the abivalent position of women by placing it in the context of societies that are moving towards modernity or western social patterns. In her words, "This is quite natural because in a society in transition, such as the contemporary Indian Society is, the traditions undergo continuous change, but what is modern is not defined, established and accepted fully. Hence, a great deal of ambiguity in social values, moral norms and cultural standards is only to be expected. As such the likelihood of conflicts becomes greater" (Chakraborty, 1978: 54). According to him, most women employees give low priority to their careers and continue to attach primacy to their domestic roles because most of them find it difficult to succeed in their careers as well as their domestic roles, and this tendency has serious implications for their self-concept.

Studies and researches on dual career families such as Blumberg and Dwarki (1980), Meiss (1981), Karlekar (1982), Sharma and Hussain (1984), Desai and Patel (1985), Kishwar and Vanita (1985), Sardamoni

(1985), U. Sharma (1986), Vohra and Sen (1986), Devi (1987), Rammanamma and Bambawale (1987), Chanana (1988), Dak, (1988). Most of these studies dealt with urban married women in professions. They had attempted to investigate the reasons why married women entered the labour force, the degree of kin support, the division of domestic labour, the balance of power and of course, the impact of their work on children. The major conclusions of these studies were similar to those drawn by studies of dual-career families in Europe and the United States (Ramu: 1989).

Women's Employment and the Household: Hilary Standing and Bela Banerjee (1985). This study is based on extensive interviews with employed and job seeking women from 114 Calcutta households. They found that women are overburdened with households. They found that women are overburdened with household activities as well as work out of home. The least burdened are daughters who are either the sole employed female members in households with other adult women or are the youngest employed sister. As income rises, domestic servants become more common. Many employed women had entered or preferred to remain in employment in face of considerable overt or disguised opposition from the members of the household.

In 'Purdah to Profession' Indira Chauhan (1986) has researched on highly educated women in various professions. Their personal and family background, levels

of education, their married and family life, their work attitudes, problems facing them in context of conflicts between tradition and modernity in Bhopal city. She found that there is remarkable change in the society due to women's education and employment. In her own words. 'Men are no longer reluctant to consult a lady doctor and the girls are often taught women officer orders the police to fire to disperse a violent mob. Even the villagers have begun accepting a young woman as a district Collector.'

Status and employment of women in India: by U. Lalitha Devi, (1982), and 'Role Conflict among the Working Women' by Pushpa Sinha, (1987) and 'Women Education, Employment and Family Living' by M. Indira Devi (1987) have focussed their studies on the conjugal relationships in Hindu nuclear families in an urban setting and aimed at examining whether the education and employment of women has resulted in promoting equalitarian conjugal relationships in the families.

'Women At Work' by C. Swarajya Laxmi (1992): In her study she enquired whether development of education among women and increased opportunities for training have enhanced women's employment potential. She reported that opportunities for entering in occupations and progressing in it have not increased proportionately. She found that while the need for women from lower middle class families to enter job is basically to supplement their family income; women from higher income group have been entering various professions with a view to utilize their leisure time or attaining social prestige and status.

Some Problem Oriented Studies:

Below are some studies which focussed their attention on the groups of women who are involved in specific professions in India. They are:-

A study 'Women Lawyers in a Man's World' made by Pawan Chaudhary (1973). It is a pioneering work on women in legal profession. He interviewed some women lawyers of Delhi in a bid to ascertain their views on such vital questions as what made them plunge into this so-called challenging profession; difficulties experienced by them due to male-dominated profession and women's contribution to the legal profession, and the like. The attitude of women lawyers towards legal profession was positive, they experienced some difficulties in the initial stages but they were of the view that since the profession requires mental exercise, there is no question of its being reserved for men only; the contribution depends on ones individuality and not on sex.

In another study 'Women in Law and Administration' by Jana Everett (1989), it is observed that women comprises a very small segment (1.2 per cent) of the legal profession in India. The reason of low entry were prohibition of women's entry in legal profession by

British Law during their reign. Legal profession was considered nonrespectable for women in society and regarded as exclusively male dominated profession. Women respondents who are practising in profession were discouraged by their parents or husbands or relatives, even a few were discouraged by their senior lawyers in whose guidance they started practising. It was their firm decision which made it possible for them to be lawyers.

It was general experience of most of women lawyers that they were discriminated against for their existence in profession. They experienced some difficulty in raising the children; being in this profession demanded more time and involvement.

One more study on legal profession made by Tapti Mukherjee 'Women's Role in Dispensing Justice,' reveals that women make better judges.

There are few studies available on women executives. In her study, 'In Defence of Women Executive' Vimla Patil has found that women who are in top jobs are committed and involved to their work and are successful in their position. But their married lives are likely to be disordered and cause dissatisfaction and inferiority complex among their husbands.

While Kalarani (1976) in her study contradicted this view and stated that a few intelligent and balanced natured top women professionals do not allow their career success come in the way of their marital relations and have good adjustment with their husbands.

'Women Executives - Today's Phenomenon and Tomorrows Reality' by Laxman Sankaran (1979) is a study on women executives. It enquired the fact that how far women are successful as executives and administrative professionals. The sum of this study is that although today women's number is small and it is a male dominated profession, but the success and committment of women in profession will definitely bring rapid increase of women in professions.

In a study 'Women in Administration' by J.Everett (1989), she interviewed women in I.A.S., I.P.S., I.F.S. and in income-tax services. She has observed that in British India women were not allowed to compete and enter these services. After independence in 1948 Government of India had removed the prohibition against women taking higher civil service examination. Before 1972 only unmarried women or widows could join these services; after 1972 it was found that women interviewed spanned

three generations (born in 1920s, 1930s and 1940s). They were from upper-middle, urban class with highly educated families. Some who were class II officers, their parents' educational level was upto high school or secondary. A few of them were from refugee families from West Pakistan. The parents preference was more for I.A.S. and less for police or Foreign Services. Their husbands were also either I.A.S. officers or in other elite services.

Some women stated that 'A women has to be tough as nails and really ten times beter than men to survive in these types of job. Men by and large showed a basic inability to accept a woman as an equal professionally. Single women were discriminated against and they were the victims of gossip, scandal, etc. However, most women administrators reported that they are competent and are treated as such.

To refer to a few studies relating women in medicine will also be relevant here. 'Doctors and Nurses' - A study in occupational role structure by T.K. Oommen (1975) 'High Medical Education for Women' by Padmawati (1975); 'Women in Medicine and Teaching - A Trend Analysis' by Jayshree Vasudevan (1979) and 'Hospital', Doctors and Nurses' by Ahmad Khurana (1981), all these studies enquired the attitudes, difficulties,

commitment and prestige of medical profession in relation to women professionals.

Although the researches on nursing (semi profession) are more in number than on doctors. Specially in sociology but some scholars took interest in studying women doctors.

In a study 'Women in Medicine' by Labra, Pulson and Jyna Everet in 'Women and Work in India' (1989), the researchers observed that medicine is one of the highest status, most lucrative and respected profession for women as also for men, in India. The proportion of women practising today in the profession is between six and ten per cent. It is sated in this study that among those trained thirty or 80 years ago there was a high proportion who remained single, both among practising physicians and surgeons as also those who taught in medical colleges. The reason for this was a feeling that medicine was a high calling which required total dedication. Teaching and medicine were the most respected, and therefore, the earliest professions to attract women from high castes, well-to-do families were these two. Today more doctors and nurses marry; until 1972. Army nurses who married were required to leave the service, and married women are still not recruited.

The motivation of those who choose careers in medicine presents an interesting dyad. Most of the respondents were motivated by the expressed desire to be of service to those who suffer. Some respondents honestly admitted career considerations which included high pay and position in society.

'Women in Education' by Mary Tremblour (1989). It is a study on women teachers in India. It is observed in this study that at the primary and middle school level there is positive preference for women teachers. It is seen as particularly fitting that women teachers extend their mothering roles of home in the classrooms. Teaching enjoys a favoured place as a suitable occupation for women and middle class families prefer their daughters to enter this field more than any other. It is an occupation that does not come in conflict with traditional view of femininity. University teaching is still considered a male dominated profession.

A review of the available research studies in India reveals that a fair number of studies lay their main focus on women and their status either at present or through the ages. A recent trend in women studies, which occupied the wider landscape is the areas and sources of exploitation, discrimination and atrocities against women.

A good deal of work is done on middle and upper class women in skilled jobs and professions, an emerging trend of social change in modernizing India. Only a couple of studies are available on women in specific elite and top professions which are traditionally regarded as noble professions.

Present study 'Women in Noble Professions: A Sociological Study of Teachers, Doctors and Lawyers of Meerut and Allahabad cities is still untraversed and enexplored area. Present study is an humble effort to fill the gap in the realm of research and contribute to the present status of available knowledge.

CHAPTER - V

ENTRY OF WOMEN IN ELITE PROFESSIONS

Review of literature which is mentioned above in the form of books, reports, journals and research work devoted to women in top professions reveals that women's entry in elite professions is in low-ratio remarkably. Here, we have analysed the social, cultural and other barriers in the way of choosing these professions as career for women.

Grant of equal rights and opportunities to women in the constitution could not be translated into reality because the attitude towards women's role in society has not altered as required in the changing situation of the day. Desai has rightly stated that 'even with all the formal equality which she enjoys, the traditional view regarding the role of woman in society as a housewife and a mother rather than public worker still largely prevails' (Desai : 1957). Bishwa Nath Mukherjee also stated that 'although a substantial portion of married women are gainfully employed, the traditional definition of female role has not changed substantially. Women are still expected to stay close to the home for bearing and rearing children. In the view of the U.N. Commission on the status of women such traditional notions constitute a major obstacle to the full realization of women rights. (Mukherjee, 1974: 17).

Even in western societies there is still a very widespread view that marriage is a career for women and looking after the family and house is a full time job (Myrdal and Klein: 1968).

Sara Dalamount has observed that yet the every day world in which we live has a power-balance between the sexes which is just one sided, because all the powerful jobs are held by men such as the Prime Minister, leader of the opposition, trade union secretary, Vice Chancellor of the University, Principal of the Medical College, Chief Justice of High Court or Supreme Court among others. This does not make us feel uneasy or uncomfortable. But a vice-versa situation will find the world portrayed disquieting and even unnatural. Two or three women on important posts in any department make no difference to male-dominated power structure. (Delamont, 1980: 2). Krainsons Wasdi also stated this fact that women throughout the world have been assigned lower position than that of man. Similarly the activities which were associated with prestige, power and authority, have been allocated to menfolk. (Wasdi, 1989: 2).

In India the ratio of women in highclass jobs and professions is very depressing, the following statistics noted in an official report (CSW, 19, 206) reveal the fact more clearly:-

<u>Professions</u>		<u>Female Ratio</u>
Physicians and Surgeons	...	7.1%
Lawyers	...	1.2%
Teachers	...	30.3%
Nursing and other medical health technicians	...	72.2%
Scientists	...	10.9%
In service	...	2.72%

Data given in 'Women in India: A Statistical Panorama' (ed; Singh, 1990) gives a comparative picture of male and female in prestigious professions.

Date According to 1981 Census

	<u>M</u>	<u>F</u>
Professional, technical ... and related workers.	3.17	3.25
Administrative, Executive and Managerial. ...	1.26	0.13
Service Workers ...	3.14	2.72

Women in I.A.S. (1986 to 1988)

<u>Year</u>	<u>M</u>	<u>F</u>
1985	4064	346
1986	4209	362
1987	4331	373
1988	445	385

Women in Engineering

<u>Year</u>	<u>M</u>	<u>F</u>
1985	3803	183
1986	3346	302
1987	3796	308

Women Advocates

<u>Year</u>	<u>M</u>	<u>F</u>
1985	2,80,183	10,493

No. of Judges Supreme Court/High Court in 1987

	<u>M</u>	<u>F</u>
Supreme Court	16	-
High Court, Allahabad	29	-
High Court, Andhra	22	1
High Court, Bombay	43	1
High Court, Calcutta	39	3
High Court, Delhi	23	2
High Court, Kerala	20	1
High Court, Madras	18	1
High Court, Rajasthan	19	2

It is clear from the observation of above data that only teaching profession is comprised of fair number of women professionals but most of them are in school level teaching. According to CSW Report among teachers, primary school teaching accounts for about 71% of the women teachers followed by secondary schools which accounts for 21%. College and University teaching is considered as male profession so their number is tiny at that level of teaching profession. Chandra Kala Hate stated that higher teaching which requires special qualification in any line, is still in the hands of men. In U.S.S.R. there are 37.11%, in India 14.22% are higher education women teachers (Hate, 1969: 198) the heavy concentration of women at primary and middle level in teaching is because teaching is considered the safest profession for women. Middle Class families prefer to see their women in this profession more than any other. Teaching has been always accorded a high status in Indian society, though its income potential has always been limited. (CSW, 1974:206).

In medicine the ratio of women physicians and surgeons is only 7.1 per cent while the number of qualified women doctors, is however, about 25 per cent of menforce. Medicine, though has been an accepted and respectable profession for women, general tendency has been for women to concentrate in the practice of gynaecology or in children's diseases where the contact is only with women patients. In recent years they have also entered surgery, medicine, pathology, radiology, anaesthesia, etc. Still very few men would consider it proper to consult a woman doctor. Regarding nursing which is called semi or quasi profession used to be, before independence, a monopoly of a few communities like Anglo-Indians and Indian-Chiristians, viz. communities which did not impose any taboo on their women taking up this profession. These taboos have lessened to a very great extent in most States and better training opportunities for women in nursing schools and colleges have helped to increase te status of this category of professional workers.

While the principle of discrimination against married women in both these professions has been formally abandoned, elements of discrimination still remains. Army

medical services which employs a large number of women doctors and nurses, until 1972; married women had to leave nursing service. Married women are still not recruited to the Military nursing service, and if they marry during probation, they have to leave service. One glaring omission in the army service regulations is the lack of provision for any paid maternity leave to both women doctors and nurses. (CSWI: 207-208).

As regards law as a profession for women, it seems that it is still considered most a in appropriate for women. Data on women lawyers in the country is very disheartening. Even the report of CSWI (1974) has not shed much light on the subject and admitted that 'In the absence of any reliable data or case studies, it is difficult to make any observation regarding the status of women in thhis profession. We have, however, received complaints from women lawyers in many States regarding lack of opportunities extended to them for judicial appointment -- Only one women has so far been appointed a High Court judge (CSWI, 1974). The reason of low participation of women in legal profession may be understood by observing the general assumptions regarding this profession in society as well as the historical reference of the legal profession.

Skenington and Baker observed that 'gender and occupational identity are full of conflict and a site of struggle for women. The characteristics of the lawyer are still the characteristics of the male --- Part of the process of becoming a lawyers, therefore, for a women, is learning to overcome feminine traits.' (Skenington and Baker, 1989: 121).

Chandr Kala Hate in her study 'Career Complex' also stated tat law, medicine and higher teaching are still male dominated professions. Regarding legal profession, legal profession specially requires toughness of spirit. It also needs a thorough knowledge of law. Besides, one has to deal with roughpeople in practice and much under-dealing goes on --- ladies after several years in profession, had acquired a little manly tinge.' (Hate, 1969: 202).

For these reasons and many other such as the undesirable atmosphere of courts, lack of confidence of male clients and other discriminatory devices and the rough and unfeminine image of women lawyers in society are the factors for restricted entry of women in legal profession.

Besides these factors, there are some historical factors also responsible for women's low entry in this

profession. Jana Everett in her study 'Women in Law and Administration' stated that 'In the nineteenth century British Law prohibited women from entering bar (In England or India). -- In response to agitation by women, the Government of India passed the legal Practitioners' (Women) Act in 1923 removing the ban on women practicing law. Some women did obtain law degrees, but few practiced as it was not generally considered respectable among high status families for women to be employed. There is a small but growing number of women in law, but few have gained prestigious judicial appointments. In 1960 less than one in one hundred law students were female; now the ratio is one in ten. There have been no women selected to be on the Supreme Court Bench, and only eight women were appointed to the High Courts. In 1976 one of the 351 High Court judges was a women. Most of the appointments of women to the High Court have been made since International Woman's Year. (Everett, 1989: 337).

As regards other prestigious services and professions the ratio of women to men is, too, not very heartening. 'In IAS/IFS/IPS the ratio of women to men in 1972 was 1:7.5. In managerial services 0.13% are women. In engineering services their proportion still remains

low only 1%. Though in the electrical engineering their position is relatively, somewhat, better.' (SCWI, 1974: 210).

From the observation of above data, it may fairly be estimated that opportunity as well as motivation both are not available to women entering easily in elite professions.

Epstein has rightly described that for most people 'women and professor,' 'women and lawyer,' 'women and doctor,' 'woman and engineer' or 'accountant' are not congruent statuses, whenever a woman professionals appears, she causes others to be disconcerted. Women in professional occupations are thus always noticeable, and their presence causes discomfort. (Epstein, 1971).

In a society like Japan where educational qualification plays the decisive role in one's career, women had no way of occupying higher or elite posts, such as becoming civil servants or business creatives. However owing to the over whelming number of graduates, Japanese women have to compete with men and still suffer from restricted access to better jobs. (Nakane, 1975: 4).

The limitation of choice in choosing the career is built into the tradition, socialization process,

educational system and illusions regarding women's abilities, capacities and traits. It is tradition, and not job content, which has resulted in some jobs being labelled as women's and others men's.

Education is the main source to widen the horizons of mind and soul and in the creations of a certain measures of independence of thought. In pre-independence era as Karlekar (1988), observes 'Education was permitted to enter the lives of nineteenth century women only when its subject matter and method of teaching was not regarded as threatening to the existing power relations within the family. In Independent India the University Education Commission headed by Dr. S. Radhakrishnan, also, was firmly committed to the belief that 'a well-ordered home helps to make well ordered men, the mother who is enquiring and alert and familiar with subjects such as history and literature will be the best teacher in the world of both character and intelligence (Desai: 1987) with the result disciplines such as physics, chemistry or mathematics were to be studied by boys while girls were directed to specialize in disciplines such as hygiene, needlework, music and homescience (Chanana, 1988: 121). In this way 'formal education was used as

yet another instrument to preserve and perpetuate the customary male-female dichotomy.' (Ram, 1989: 31).

Accordingly, the National Committee on Women's Education which was setup in 1958 under Mrs. Durga Bai Deshmukh, and Kothari Commission in 1964, there was little notable change in the policies and programmes of women's education. In 1974, the report of the all-women committee on the status of women in India felt that it was high time that a realistic evaluation of attitudes towards women their education was made: reiterating the Hansa Mehta committee's position (1962), the CSW felt: inequality of the sexes is built in the minds of men and women through a socialization process which continues to be extremely powerful. Rather than acting as agents of equality, schools which reflect and strengthen the traditional prejudices, through curricular differentiation and the classification of subjects on the basis of sex and the unwritten code enforced on their pupils are in fact agents of existing social system based on gender and class inequalities. (CSW, 1974: 281-283).

Ultimately, the Indian Parliament approved a national policy on education. This policy not only rejects gender based curricula but prescribes compulsory

training in mathematics and science for all students upto class ten.

Not only in India, but in most of the societies world over, women are discouraged to aspire high careers as the mission of their lives. The following poem quoted in a study by Gary N. Powel (1989) tells the whole process of socialization of a girl child, in industrial societies, who was being discouraged to be an engineer:-

'I am Gonna Be an Engineer'

When I went to school I learned to write and how
to read

Some history, geography, and home economy,
And typing is a skill that every girl is sure to need.
To while away the extra time until the time to breed.
And then they have to nerve to ask,

"What would I like to be ?"

I say "I am Gonna be an engineer !"

"No, you only need to learn to be a lady
the duty isn't yours, for to try and run the world
An engineer could never have a baby,
remember, dear, that you are a girl."

Peggy Secger (1976)

An overview of the trends during the last three decades reveals that the contribution and achievement of women in this sector have been significant. The number of women working as lawyers, engineers, technologists, scientists, accountants and auditors, journalists, business managers and executives, may be small but they indicate a qualitative change. (Report CSWI, 1974: 215).

Recent studies on women in learned professions have proven their worth and their involvement and commitment to their work. It is generally being observed that in university and college teaching women teachers are more serious and regular in taking classes and finishing courses and they are easily available and approachable for the students than male teachers. In medical profession, women doctors are more dedicated and less commercially oriented than their male counterparts. In civil and administrative services although the percentage of women is very low but they are more honest to their job and less involved in corrupt practices. In student life, girls are more serious and an insignificant number is involved in strikes and students movements than boys. These are self evident facts which we observe every day in our society. Experience of last few decades had

settled down that even meagre opportunities socially available to woman to realize and to prove herself, she can hold successfully even the highest responsible post of the country - that is the Prime Minister's post.

The Social Image of Career Women or Professional Women:

For many years, professional women were seen as violating sex stereotypes. The values and norms concerning the female role and the participation of women in the professional activities were seen as contradictory and as a source of mental strain; because professional activities were considered masculine. (Yogave, 1983). Career women were thus viewed as the anti-thesis of feminine women and were thought as non-normative or as inconsistent with their social image.

C.F. Epstein (1977) has stated that 'women face the problems of being the wrong sex in professional life because there are expectations in society and in the professions about the compatibility of different statuses in status sets. --- Woman can become professor of physics or an advocate, but these achievements are considered noteworthy as Oddities,' Epstein notes: "Professors who prefer their work to their wives or children are usually 'understood' and forgiven. The lady professional who

gives any indication of being more absorbed in work than in her husband and family is neither understood nor forgiven." ... If she does acquire a professional status, then it is likely that her sex status will become salient in the professional context, and her professional status may become salient in her family life. (Epstein, 1977: 102).

Meir, Camon and Sardi (1967) have observed that the career oriented women were perceived as less feminine and more dominant, aggressive and possessive, have more masculine traits and suffer more from personality and adjustment problems.

Many misconception and prejudices about women's attitude to work are prevailing in society and at work places. Discussing employment opportunities for women Wilson points out that 'they are rarely job oriented and job involved, they lack emphasis on what they can contribute to the job. Few women are prepared to accept the challenge of the strain of job involvement, competitive pressures, and the continued extension of qualification - they expect concessions because they are women' (Wilson: 1966). Margaret Mead, the anthropologist, has stated that "In all societies, there are certain

aptitudes and abilities which are considered typically male and other which are considered typically female, but these vary from cluture to culture. What may be considered an innate ability of females in one culture may be considered an innate ability of males in another. It means that there are hardly any sex-linked aptitudes or abilities which are universally acknowledges." (Mead, 1948: 12).

Even then it is a general thinking in society that certain jobs are feminine and others are masculine. Nursing, school teaching, steno-typist, private secretary of an officer are generally known as woman linked jobs. But a woman who pursues higher education for entering elite profession is considered deviating from her female image and treated as the cause of cultural break. Sara Delamont (1980) has observed that women seeking to enter high status position in the workforce may very well encounter cultural conflicts. Socialized to accept an inferior status and roles which define her, she may find that she cannot gain acceptance in her new culture. The academic woman is a good example. Traditionally college teaching has been viewed as a male occupation. Both the society and the

academic groups have difficulty in accepting her in her new role. She has been socialized to different role by home, school and society. Facing contradictory expectations, she may become estranged from both the main culture and the academic culture. In order to fulfil the role of a professor she may have to be more assertive but her loyalties to the culturally defined roles experienced in her early socialization may contribute inhibitions.

To avoid these conflicts, married women in early 40s, 50s did not enter profession. As stated by C.F. Epstein (1971) a generation ago women often chose between marriage and a career, or at least, these were seen as the principal alternatives. Career women in the past most often have been spinsters, divorcees or widows. This was in an era when a sizable proportion of women remained unmarried.

In a study "The changing Image of Career Women" Raveena Helson (1975) also pointed out that during pre-World War II single woman in the United States usually worked and so did widows and many young women before they married. It was also appropriate for married woman to work if her family required it, or as long as her family and children came first. It means upto 40s even in western countries, it was not common for married women to accept dual career i.e, home and work.

But after the World War II, was over, the shortage of male work force became a serious problem. Reveena Helson stated "There was a shortage of teachers to teach the growing numbers of children, a shortage of nurses, college teachers, doctors, technicians. The result was that married women began to enter the labour force in substantial numbers. This was a big new development and the primary impetus for the new view.

In contemporary view emerging with the current evolution of women's social and cultural roles shows rapid change in attitudes's towards women and work. From the study of women lawyers, engineers, doctors Alice Rossi concluded that 'even women in professional positions now are more likely to be married than in the past and that more married women are rising to positions of prestige within the professions.

There was increasing trend of married women in those professions. Therefore, the presence of large number of married women in the work force has led to institutional and cultural disharmony. The reason is that although there have been changes in the composition of the female work force, there have been few deep changes in social attitudes of society toward married working women, especially toward those who may be said to have careers.

In India the trend is also changing slowly. Now people feel that it is possible to work out side the home and to be a good wife and mother, to be a successful career women and also feminine. Most of them no longer see themselves as forced to choose between marriage and career.

Reasons for the Shift in View-point:

According to Yogev (1983) the change in the perception of women's role is a result of changes that occurred in society in the last two decades. (1) Increased life expectancy and smaller families. (2) Advanced technology has accentuated the repetitiveness of household tasks while minimising both the time they consume and the opportunities for excellence and creativity in the home maker role. (3) The human potential movement, which stresses self-fulfilment and self-realization as primary values has grown in influence. For many women, fulfilling the roles of mother, wife and home-maker is not enough, women need something else in order to be satisfied with their achievements and their worth as human beings.

Although more and more women are taking dual career and many highly educated women try to enter in

professional career but there is least change in the attitude of society. As stated by C.F. Epstein 'In fact, women who today choose both marriage and a career face a nearly normless situation in that no formal structure or expectations exist to aid them in optioning time and resources between their two major responsibilities. Ability to deal with the complex roles of wife, mother, working women, especially at the professional level, is still largely a matter of individual adaptation, compromise and personal arrangements often characterized by strain.

For married women family status consistency is very important and necessary which may be affected by wife's employment. This fact is observed by Victor D'Souza by his study, 'Family Status and Female Work Participation.' He stated that 'For consistency the wife should follow an occupation which almost equal in prestige to the husband's occupation or lightly inferior to it. If the wife is not able to fulfil this condition, she does not participate in work. He further stated that 'the percentage of working wives goes on diminishing with the increased prestige level of their husbands (D'Souza, 1975: 133-134).

These social and cultural factors are more responsible for the restricted entry of women in prestigious

professions. But the situation is changing although slowly. K. Deshpande stated that "If there is anything that the women's struggles have achieved in last some decades, it is their ascertain to find a place in the political debates and their increased political participation to impress upon the policy makers that no society will make progress unless women are treated as an integral part of the society; and, therefore, have a right to participate equally in every developmental activity and get to share and enjoy equally the benefits of development and progress" (Deshpande K, 1990: 12).

CHAPTER VI

SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Socio-demographic profile provides the base for any sociological enquiry of any group or class of people. Socio-cultural frame work, family background, educational attainment, occupational position, caste and class affiliation, belonging to a particular religion, economic status etc. are the factors which play the decisive role in casting and moulding the personality as well as the status of an individual in society. In order to assess the changes in the status of women professionals vis-a-vis their professional achievements, it will be appropriate to analyse this influential aspect of their lives.

In the present chapter this important aspect of women in said three professions has been presented on the basis of available data in tabular form. For the sake of clarity and better understanding this chapter is divided in three sub-headings or parts as follows:

- VIa Personal background
- VIb Family background
- VIc Community affiliation

Personal background of the respondents consisting of data related to (1) age, (2) educational

qualification, (3) marital status, (4) professional position, (5) motivation to enter in profession, (6) duration in profession (experience in years and such other aspects are as follow:

Personal Background:

(1) Age: Age is the key variable in determining an individual's power, prestige, privilege and ranking in social life. Biologically age signifies the physical and mental maturity of an individual. Sociologically age denotes the status of an individual in a group, be that his family, kinship, or other larger and organized groups of society.

Regarding age as the symbol of maturity some young and promising respondents in three professions made complaint that comparatively their lower age-group, many-a-times brought loss to them in their respective professions. Specially it was the complaint of young lawyers and doctors. Despite their greater efficiency and involvement, the clients and patients and some times judges and senior doctors did not rely upon them. To seek their confidence at the young age is a hard task in profession which sometimes disheartens them to work harder.

(2) Educational Attainment: Education has been emphasized as the most significant instrument for bringing change in women's subjugated position in society. Education is regarded both as an end in itself and as a means of realizing other desirable ends. The aim of education is the creation of a certain measure of independence of thought, to broaden the vision of an individual and a spirit of inquiry and objectivity. It generates self respect and self confidence among the persons and sharpen the general understating

Education plays a vital role in women's career, marriage - prospects, gaining economic stability, in tackling the odd situations of life and ultimately in gaining the social status. Higher education, professional training and specialization opens better avenues of employment for women and enhances the chances of promotion and progress in their particular professions. Education is the positive source of diminishing inequality among the sexes.

Table 6.0 shows the agewise and educationwise breakup of women in three professions. (Tables 6.0 to 6.6 are included at the end of this chapter).

Table 6.0 presents age-wise distribution of sample consisting of Teachers N=70; Doctors N=50 and Lawyers

N=40. The table also presents the number of professionals in each group with their educational status in the area of specialisation. Sixteen teacher (22.86%) belong to the age bracket (25-34; twenty (28.57%) belong to age-group 35 to 44 while the rest of the sample, thirty four (48.57%) fall in the age-group 45+. Nearly 50% of teachers in the sample are 45 and above of age.

With respect to their educational status, 31 (44.29%) are postgraduates whereas nineteen (27.14%) have attained M.Phil degree, while twenty (28.57%) possess the Ph.D. degree.

Among doctors the trend is reversed. Twenty (40%) belong to age group (25 to 34); seventeen (34%) fall in the age bracket 35-44; while thirteen (26%) report that they were of 45 and above years old.

Twenty (40%) hold M.B.B.S. or bachelors degree; twenty five (50%) had master's degree with specialisation in one of the branches e.g. medicine surgery, paediatrics, anaesthesia ... etc. whereas five (10%) had obtained super specialisation in one of the branches e.g. D.M., Meh.... etc.

Among the lawyers sixteen (40%) were quite young belonging to the age-group (25-34), whereas twenty (50%) were middle aged (35-44 years of age) and four (10%)

belonged to age bracket 45+.

It may be observed that earlier fewer women joined bar to take law as a profession. The present trend supports a higher percentage of young girls and women taking up law as a profession.

Twenty women (50%) took up practising law just after their doing LL.B., fifteen (37.5%) came to profession having done their M.A. LL.B. whereas five (12.5%) had higher professional degree of LLM.

An encouraging trend noticed is that more women are being drawn to the three professions viz. teaching medicine and law.

(3) Marital Status: The institution of marriage is the gateway to the family. In Indian socio-religious system marriage is more seential for womne than men. Because there are so many 'pious' samskaras in the life of a man since birth but for women the only samskara is marriage. And also, marriage and motherhood has been regarded as the means to salvation for women. Exemption from marriage for women is rare in Indian society.

From the sociological point of view marital status is a decisive factor in fixing the role and status of women in society. Generally married women secures and

enjoys more respectable status than elderly unmarried widow or divorced woman. Unmarried women, young widow and young divorced women have to face financial social and moral problems more than their married counterparts.

Unmarried women are always the subjects of suspicion and generally not socially conceivable. Widows are conceived as misfortune for the family and are debarred from many rituals and religious and social ceremonies.

Divorce is still a social stigma besides the constitutional provisions for remarriage of divorcee and widows. Divorced woman is conceived as maladjusted intolerant and is subject to suspicion for others, specially married women who live with their husbands even against many additions.

During the field survey of this research the researcher came in contact with three divorcee respondents - one lecturer in P.G. College, one reader in university and one lawyer in district court.

Two of them - one lecturer and one lawyer communicated sufficient information about their hard and bitter experiences which have been mentioned in the case studies. A young divorcee lecturer with two children

stated that she could not get for quite sometime a proper house on rent after the separation from her husband. Landladies suspected her and thought a threat for their husbands. Some of her colleagues and specially the principal of her college considered her intolerant and rude and harass her in many ways. Her relatives and some of the colleagues wer jealous of her because inspite of her being in such a miserable condition, she had bought a plot of land for constructing a house of her own. she had also done her Ph.D. and D.Lit. and earned selection grade. She wrote poetry and got invitation for Kavi Sammelans - all these were done by society only because she was a divorcee. None would come for genuine help. Only one younger brother supported her morally. She faced so many obstructions in the way of her trying to live a respectable, decent and honest life independents of others. Social miliue hardly accepted any lady who is divorced or unmarried to stand equal to other women and men in profession.

The young divorce lawyer stated that being an educated and employed women she was exploited by her husband and in laws, before she got the divorce and now her brothers were exploiting her financially. Even colleagues did not spare her. The entire society behaved

mercilessly. A respectable and independent survival was a real problem she said. (Some case studies are included in Appendix).

Table 6.1 shows the marital status of women in three professions:

Table 6.1. presents marital status of the respondents belonging to teachers, doctors and lawyers category. Majority in all the three categories are married and numerically larger number is divorce among teachers as compared to lawyers and none in the category of the doctors. Social norms in Indian Society do not look divorce status as desirable state of affair in family build-up. Hence the obtained response figures (in small numbers) conform to the social expectancy.

Sixty out of seventy (85.7%) teachers are reported to be married. Five (7%) are unmarried while 3 (4.3%) have the divorce status whereas two (3%) respondents reported to have lost their husbands. Among the doctors, 42 out of 50 (84%) are married and six (12%) are unmarried whereas two (4%) are widows. The lawyers category has 21 (52.5%) married respondents and 15 (37.5%) unmarried respondents having two each (5%) falling in divorced and widow's classification. The

largest percentage of unmarried status among the lawyers reflects their unstable income and societal requirement of a firm economic position for eligibility to be well married.

(4) Professional Position: Professional position is a clear indication of social status, prestige and economic independence of women. It also gives a glimpse of her future prospects. Higher the position, greater the chances of securing power, prestige & influence on family members, co-workers and in society at large.

Table 6.2 presents the professional position of the respondents.

Among teacher (N=70), thirty, about (43%) are lecturers in degree colleges, 24 (34.3%) are lecturers in postgraduate colleges and 10 (14.3%) are Readers in the Universities and 6 (8.6%) are Professors in the Universities.

Among doctors (N=50), twenty of the (40%) hold MBBS degree and are employed in Hospitals. Twenty two (44%) are specialists in various branches of medical science, among these 18 (36%) work in medical college and carry on private practice side by side. Four (8%) of them are Professors and consultants in medical colleges. Five

doctors (10%) are specialist in one or the other medical disciplines and run nursing homes of their own while three (6%) run their own clinics.

Among Lawyers (N=40), thirteen (32.5%) are advocates practising in district courts 4 (10%) advocates practice in commissioner and 20 (50%) are advocates and practice in high courts. The rest three (7.5%) are Munsiffs and upper civil judges in district courts.

(5) Motivation to Enter in Profession: The presence of higher educational opportunities, availability of many gadgets for household chores, growing economic pressure, desire for liberation from, and equality with men, desire for self actualization and the development of a fuller and richer personality -- these are the factors which contributed to encourage women to enter in the job market. As a matter of fact employment of women became fashionable to earn both status and money and at the same time national necessity which may be said the product of the feminist movement.

Table 6.3 shows an account of reasons motivating women respondents to opt particular profession as follows:

Table 6.3 presents an account of reasons that women respondents assign for choosing a particular

profession. From among teacher (N=70), ten teachers 14.3% join teaching for economic reasons. None of the doctors out of fifty opt for medical profession for economic considerations. Of the lawyers (N=40) seven (17.5%) join legal profession for brighter economic prospects.

Opting for a profession in order to put higher education to better use has been differentially viewed by respondents belonging to three professions. Six out of 70 teachers, (8.57%) say that they opted for teaching to utilize higher education properly whereas 4 (8%) out of 50 doctors, and 8 (20%) out of 40 lawyers assign this reason for opting their particular profession.

Only 4 teachers (5.7%) say that they opted teaching for having more scope in it for utilizing their leisure time. The doctors and lawyer do not at all subscribe to this view as none attribute this reason for joining their respective profession.

Maintaining individual identity has been given a reason for joining teaching by 15 teachers (21.4%) and by 14 lawyers (35%) for joining legal profession. Doctors did not perceive this reason to be a valid one.

None of the doctors or lawyers describe to have adopted medical and legal professions because of its

being a family profession. Only 2 teachers (3%) did view their taking up teaching as a profession because it happened to be a family profession.

Six teachers (8.57%), 8 doctors (16%) and 3 lawyers (7.5%) reports that they joined their respective profession due to their interest in their particular professions.

Identity and interest both served as motivation for ten teachers (14.3%) and 4 doctors (8%) to join their respective profession. This factor did not work as a motivator for lawyers.

The other factor - interest of individuals and family's adopting the profession served as a reason for joining their respective profession in case of 2 (3%) teachers; 8 (16%) doctors and 8 (20%) lawyers. The result conform a general observation that in legal and medical professions it is helpful in getting established earlier if they inherit parents/ family's legal or medical practice/nursing home/clinic etc.

Joining a profession to make use of higher education which they took and inorder to seek an identity for themselves is given as a reason by 5 (10%) doctors only. Teachers and lawyers do not subscribe to this reasons for their opting the profession they are in.

The respondents when asked to confirm whether they joined their profession for reasons which combined use of higher education, maintaining their identity and for better economic gains - fifteen (21.43%) teachers and 31 (62%) doctors, subscribed to this factor as one of the reasons for joining their profession. None of the lawyers gave this factor as a reason for joining the legal profession.

(6) Duration in Profession (Experience in years): The experience in job is the mark of maturity, efficiency, tolerance and ability to handle the varied situations in professional sphere. It has been generally noticed that new comers are more enthusiastic, intolerant and anxious regarding professional matters and are liable to misunderstood a few things. As soon as their textbook idealism shatters when it comes into repeated contact with stark reality, they are supposed to have learnt how to live with the existing affairs of things. It is this unpalatable fact that makes them experienced, tolerant, and apt to overlook matters not directly concerning them. This is more true with the case of women in noble professions which are directly concerned with the professional ethics.

Table 6.4 gives the glimpse of each professional group having experience in years in their respective professions as follows:

The period for which different professional groups have been staying in their respective professions has been presented in table 6.4. The range of their stay in professions has been divided into five sub-groupd 0-5; 6-10; 11-15; 16-20 and 21+. Teachers N=70 who have been in profession for 0 to 5 years are two in number (approx. 2.86%); those who have been there for 6 to 10 years are ten in number (14.29%); those falling in the bracket (11 to 15 years) are 15 (21.43%); 16-20 years of experience group belong 20 teachers (28.56%); in 21+ years group fall 23 members (32.86%) of teacher sample.

Among doctors (N=50) twelve (24%) have been there in profession for 0-5 years; fifteen (30%) stayed there for 6-10 years; three (6%) for 11 to 15 years; ten (20%) for 16-20 years and ten (20%) belonged to the category who had 21+ years of stay in profession.

Of the lawyers (N=40) this distribution is slightly different. More people 16 (40%) are there in legal profession suggesting perhaps that other jobs are not within reach and legal profession offers walking joining with, of course, uncertainties. Those who had stayed for 6 to 10 years in legal profession are eight (20%); with 11 To 15 years of stay there are 5 (12.5%); those who had spent 16-20 years of life in legal

profession are 7 (17.5%) and four (10%) had been there for 21+ number of years in legal profession.

VIIb. Family Background of the Respondents:

Family is the basic unit of society. It is the matrix of socialization. Human personalities are forged and shaped on the basis of familial-cultural moulds. Family organization forms the basic core of a given society's sexual division of labour, marital norms and a system of control over resources, rights, duties and privileges of the members.

Family and women occupy a vast social landscape. The family and the home still hold their position as the focus of their activities though employed women have out-side roles too. Any change in their position will be reflected in their activities within the family and it will also affect all the other members of the family. In nearly all types of families whether nuclear or extended or matrilineal or patrilineal size of the family, number of children, economic status of husband or father, educational level of the family etc. will affect the women's decision regarding employment.

Apart from this the social values placed on the familial role of women are also responsible for her lack

of access to economic and political resources. Thus to know the family background of respondents is very important for any sociological inquiry.

In this part of the chapter data regarding family background is presented and analysed as under:

Table 6.5 shows the family pattern of three groups of respondents viz. teachers, doctors and lawyers. The analysis presented gives an idea of members in each group belonging to single, nuclear and extended families.

Of the seventy teachers two (3%) belong to single category; 33(47%) belong to nuclear type of family whereas thirty five live in extended type 25 (35.7%) live with in-laws and 10 (14.3%) live with their parents.

Among doctors none belongs to the single category. Twenty four (48%) belong to nuclear pattern of family and twentysix (52%) are reported to be having extended family; eighteen (36%) stay with inlaws and eight (16%) live with their parents.

Of the lawyers (N=40) - five (12.5%) are single; fifteen (37.5%) live in nuclear type of family; twenty live in extended families ten (25%) stay with in-laws and rest 10 (25%) live jointly with parents. A trend of living with parents and in-laws is perceptible perhaps

due to professional demand on time and energy. Women have multiple role to play particularly in Indian social context.

IVc. Community Affiliation of respondents consists of Data Regarding Religion, caste, class and language.

Religion: Although India is a secular state and has no official religion. It treats all citizens alike, whether they are Hindus, Muslims, Christians, Sikhs or so. there is equality of opportunity for all, if they are qualified properly. In modernizing India of today, religion is a weakening force. Traditional labels Hindu, Muslim, Christian, Sikh and others stick to an individual's name and to some extent it influences his thinking even if he professes to be an atheist or a free thinker.

Caste and Class: Historians and sociologists agree that withdrawal of women from active participation in manual labour or outside the home activities is a consequence of social stratification. Gradually this process of excluding women from labour outside the home has itself become a symbol of higher social status. (CSWI; 1974: 150). It is clear from the statement that women's employment is strongly influenced by caste and social class consideration. In India the status of every

person is first decided by his caste then by any other factor. Caste rigidity is decreasing under the influence of proces of modernization but still it does persist in degrees.

In Indian society the work outside the home was considered the characteristics assigned to low caste women of labour-class women's activities and, it was not only sanctioned but was expected as a part of the woman's duty to support herself and her dependents. Women from the upper castes, and from the middle and upper classes were dicouraged to take up jobs; their employment reflected negatively on their guardians i.e., husbands or fathers. In recent time women from every caste and class or even religion (even Muslims) are participating in outside economic activities.

In this chapter the data regarding religion, caste, class and language is presented in tabular from.

Table 6.6 presents the religion, caste and language (spoken) wise .distribution of the sample of teachers (N=70), doctors (N=50) and lawyers (N=40).

The majority 60 out of 70 (80.7%) of the teachers sample is Hindu. Only 8 (11.4%) are Muslims while only 2 (2.9%) belong to other religious. Among the doctors and (N=50), forty (80%) of them are Hindus, whereas Muslims

and those belonging to other religious category constitute 20% of the sample. As far as lawyers are concerned, 35 out of 40 (87.5%) are Hindus; 4 of them 10% are Muslim and only 1 member (2.5%) belonged to other religious group.

Caste has been probed to find out the number as well as percentage of the three samples falling into the categories of upper and lower caste groups. Among the teacher 66 (94.2%) belonged to upper castes whereas 4 (5.8%) came from the lower caste to be teachers. Similarly 96% (48 out of 50) of doctors were fed by the upper caste population and only 2 (4%) came to become doctors from lower castes. Among the lawyers the proportion shows a marked deviation in the trend as 100% lawyers are from upper caste.

with respect to language spoken and understood 100% of all the three sample group - teachers, doctors and lawyers could speak and understood Hindi. Sixty five (nearly 93%) could read, write and understand Hindi and English both. Five (7%) could read, write and understand Hindi, English and some other language as well. Among doctors 45 out of fifty (90%) could speak English and Hindi both whereas 5 (10%) spoke one or more additional

language besides Hindi and English. Among the lawyers those who could read write and understand Hindi and English both constituted 87.5 of (35) whereas 5 (12.5%) had the privilege of understanding and being able to read and write and additional languages besides Hindi and English.

The sample of teachers, doctors and lawyers is drawn from U.P. which is a Hindi speaking state. Dependence on English is still quite a lot in higher education particularly in medical and law.

The proportion of Hindus in sample is perhaps reflective of population composition by religion. Despite the efforts to provide equal opportunity to all, the backward section of society still stands deprived. The benefits of higher education do not seem to be equally distributed.

Table 6.0

Showing Age and Educational attainment of three groups of Professional viz. Teachers, Doctors and Lawyers

Professional Categories of Respondents	AGE			EDUCATION			
	25-34	35-44	44+	M.A.,M.Sc. MPBS BA LLB	M.Phil MD,M.S. MA LLB	Ph.D. D.M. LLM	
Teachers N=70	16 (22.86)	20 (28.57)	34 (48.57)	31 (44.29)	19 (27.14)	20 (28.57)	
Doctors N=50	20 (40.0)	17 (34.0)	13 (26.0)	20 (40.0)	25 (50.0)	5 (10.0)	
Lawyers N=40	16 (40.0)	20 (50.0)	4 (10.0)	20 (50.0)	15 (37.5)	5 (12.5)	

Talbe 6.1

Showing Marital Status of Respondents

Professional Categories	Married	Unmarried	Divorced	Widow
Techers 70	60 (85.7)	5 (7)	3 (4.3)	2 (3)
Dectors 50	42 (84)	6 (12)	-	2 (4)
Lwvyers 40	21 (52.5)	15 (37.5)	2 (5)	2 (5)

Table 6.2

Showing Professional Position of Respondents

Techers	No. (70)	Doctors	No. (50)	No. (40)
Lectures in Degree College	30 (43)	MBBS Dectors in Hospitals	20 (40)	Advocates in distt. Courts 13 (32.5)
Lectures in Post-Graduate College	24 (34)	Specialists in Medical colleges	18 (36)	Advocates in Commissionary 4 (10)
Reader and	10 (14.3)	Professor cum Consultant	4 (8)	20 (50)
Professor in University	6 (8.7)	Specialists run Nursing Home Run Clinics	5 (10) 3 (6)	Advocates in High Court Munsiff and upper Civil judges 3 (7.5)

Table 6.3

Showing the reasons motivating women respondents
to opt particular profession

Reasons	<u>Professional Categories</u>		
	Teachers 70	Doctors 50	Lawyers 40
1. Economic	10(14.3)	-	7 (17.5)
2. To use higher education	6 (8.57)	4 (8)	8 (20)
3. Use of leisure time	4 (5.7)	-	-
4. Maintaining individual identity	15(21.4)	-	14(35.0)
5. Family occupation	2 (3.0)	-	-
6. Interest in profession	6 (8.57)	8 (16.0)	3 (7.5)
7. Both (4) & (6)	10(14.3)	4 (8.)	-
8. Both (5) & (6)	2 (3.0)	8 (16.0)	8 (20.0)
9. Both (2) & (4)	-	5 (10)	-
10. (1) - (2) - (3)	15(21.43)	31(62)	-

Table 6.4

Showing 6.4 number of each professional group having experience (in years) in their respective profession

Duration of Profession	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
0 - 5	2 (2.86)	12 (24)	16 (40)
6 - 10	10 (14.29)	15 (30)	8 (20)
11 - 15	15 (21.43)	3 (6)	5 (12.5)
16 - 20	20 (28.56)	10 (20)	7 (17.5)
21 +	23 (32.86)	10 (20)	4 (10)

Table 6.5

Showing the Family Pattern of Respondents

Professional Categories	Single	Nuclear	Extended	
			With in-laws	With parents
Teacher 70	2 (3)	33 (47)	25 (35.7)	10 (14.3)
Doctors 50	-	24 (48)	18 (36)	8 (16)
Lawyers 40	5 (12.5)	15 (37.5)	10 (25)	10 (25)

Table 6.6

Showing Religion, Caste and Language of three professional groups viz. Teachers, Doctors and lawyers

Professional Categories	RELIGION			CASTE		LANGUAGE		
	H	M	O	Upper	Lower	Hindi	English + Hindi	English Hindi & Others
Teachers 70	60 (85.7)	8 (11.4)	2 (2.9)	66 (94.2)	4 (5.8)	70 (100)	65 (93.0)	5 (7.0)
Doctors 50	40 (80)	5 (10)	5 (10)	48 (96)	2 (4)	50 (100)	45 (90)	5 (10)
Lawyers 40	35 (87.5)	4 (10.0)	1 (2.5)	40 (100.0)	-	40 (100)	35 (87.5)	5 (12.5)

CHAPTER VII

POWER STRUCTURE

In this chapter the researcher has discussed the most crucial part of this study. Though the study being exploratory in nature as mentioned earlier, no formal research hypotheses have been formulated. The central assumption of the study was that 'higher education, economically gainful employment, and top professional position and achievement had brought to women some power and recognition among family members and society at large. At the same time these factors have contributed to enrich the personality of women herself in becoming a competent decision maker in the family and foster a dynamic and pragmatic approach to life outside the home. The assumption will also help in understanding the current prevailing notion that women's employment is a threat to the age old patriarchal system of society which is regarded as the root cause of women's subjugated status.

Power Structure: Every family has a power structure of its own. Generally in patriarchal family power is centred in the hands of males (husband/father/brother); in the matriarchal family it is located in the mother who wields power, though the power she is assumed

to have is mere ornamental, the actual power is wielded by the maternal uncle. He is the supreme authority with all powers to take decisions in the family. But this predominance of the male in both the systems has been considerably undermined due to the employment of women.

The salary of a working woman is a substantial contribution to the family income which would in turn gives her greater hand in financial decision-making and earn greater respect from her husband and other members of the family. The participation of women in the activities of the outside world through her job gives her contacts with fellow workers, which lessen her dependence on her husband for emotional support, increasing her self-reliance and skill to handle situations and other demands on her. The increase in the number of women taking up employment has caused a severe threat in the existing power-structure. The obvious result is decentralization of power. The trend is towards emancipation - contemporary married women in jobs to work out their own destiny, breaking the shackles of patriarchal tyranny of traditions and beliefs. The emerging norms was not so much in revolt to male dominance but something like seeking equalitarianism in mutual relationship and interactions.

In order to assess the changes in the power

respective professions, four variables have been considered as determinants:

(a) decision making regarding domestic expenditure, purchases of costly items and property, education, occupation and marriage of children.

(b) economic control indicating the operation of bank accounts, insurance policy, property ownership etc.

(c) dominance in the family in terms of behaviour and interaction patterns.

(d) division of house-hold work, and assistance forthcoming from family members, and assistance in professional matters.

Data regarding above variables is presented in tabular form and analysis is done as below in table 7.0.

Table 7.0 presents a comparative account of decision making process with regards to domestic expenditures, major costly purchases, education and marriage of children in three groups of women professional viz. the teachers, the doctors and the lawyers.

* By and large all decision are taken jointly by males and females both among all the three groups - the teachers, the doctors and the lawyers. Fifty eight (82.85%) of teachers; 35 (70.0%) of doctors and 20 (50%)

of lawyers decide jointly to incur expenditure on domestic needs. Major expenditure on costly items are also made jointly by the three groups 42 (60%) 32 (64%) and 20 (50%) of teachers, doctors and lawyers respectively. The same pattern is observed for education and occupation of children. Observed frequencies and their reciprocal percentages is as follows: 34 (48.5%) teachers; 27 (54%) among doctors and 29 (72.6%) lawyers take decision jointly i.e. male and female both contribute to decision-making. With respect to children's marriage twenty one (30%) teachers, 20 (40%) doctors and 15 (37.5%) of lawyers take decision jointly.

The cases wherein females make decision regarding domestic expenditure major purchases, children's education and occupation as also their children's marriage, the frequencies as well as their corresponding percentages for teachers are: 8 (11.4%) 8 (11.4%), 15 (21.42%) and 20 (28.57%); for doctors they are: 5 (10%), 10 (20%), 11 (22%), 4 (18%); for lawyers they are: 11 (27%), 10 (25%), 5 (12.5%), 10 (25%) respectively.

Among teachers equal number of males and females are reported to be taking decision regarding their children's marriage. 5 children belonging to teacher parents are reported that their children have responsibility of their marriages themselves. Twenty

(40%) of doctors' sons and daughters settle their own marriages. The choice is theirs perhaps parents have no decision taking role. Among the children having lawyer mothers - 13 (32.5%) choose their life partners themselves independent of their parents decision.

Table 7.1 reflects economic control in the family. Among teachers (N=70) bank account is operated by male members in the family in case of 15 teachers (21.43%); by females in case of 7 (10%) and jointly in case of 48 respondents (68.3%). Among doctors (N=50) - the bank account is maintained and operated by male members in case of ten respondents (20%); and equal number (20%) of females also hold financial control with them whereas in case of 30 respondents among doctors the financial control is maintained jointly by male and female members of the family. Among lawyers this control is retained by 12 men (30%) and 8 females (20%) among the respondents. Twenty (50%) of the respondents hold this responsibility jointly.

With respect to insurance policies - in case of teacher (N=70) ten (14.3%) have the policies for male members, 25 (35.7%) have for females whereas 35 (50%) cases the insurance policy is in jointname. With regards to holding titles of the property (houses, land etc) the

tile and ownership is held by males in case of 40 respondents (57%). Only ten respondents (14.3%) are reported that property ownership or title is held by them. In twenty (26.8%) cases, the property is purchased and maintained in joint name. Among teachers male dominance is reported by fortysix (65.7%) respondents. Female dominance is reported by four (5.7%) of the respondents. Shared power-structure and control system is reported to prevalent in case of twenty (28.57%) respondents.

In case of doctors respondents have reported that the bank account is held operated by equal number of male and female members in the family 10 (20%) each. It is held jointly in case of thirty (60%) respondents. Similarly in case of doctors insurances are purchased for 10 (20%) males, 15 (30%) females and in 25 (50%) case for joint life. The property is also held in this class of professionals in the name of 25 (50%) males, 5 (10%) females and in 20 (40%) cases it is purchased in joint name. Power-structure and control system is largely shared. In 42 (84%) cases it is joint decision-making. It is only 5 (10%) and 3 (6%) cases where male or female dominance is observed and reported.

Among lawyers the bank account is held by men in case of twelve (30%), females, eight (20%) and jointly by twenty (50%) of respondents. Insurances are reported to have been purchased in the name of ten (25%) males, fifteen (37.5%) females and in fifteen (37.5%) cases jointly. The property is held by this class in the name of males in twenty five (62.5%) cases, by females in three (7.5%) cases and jointly by twelve (30%) respondents. The power structure leading to dominance of men is limited to four (10%) respondents, dominance of female is reported by two (5%) respondents and shared power-control is reported by 34 (85%) of lawyer respondents.

As more women work outside the home and they are increasingly entering the job market need for sharing unpaid domestic responsibilities with males has intensified. Male-female traditional relationship are questioned and to a certain extent changing. This table 7.2 presents how the male counterparts or other members in the family of a female professional share household responsibilities and the extent and manner in which they help serving professionals. The views of female teachers doctors and lawyers professionals are analysed separately.

In case of teachers (N=70) forty respondents (47%) report that Kitchen is looked after by them only. Preparing break-fast, lunch, dinner is their exclusive

responsibility. In five cases (app. 7%) are helped by their husbands in kitchen work; seven (10%) lady teachers report that they were helped by their mothers and sisters-in-law. In about 5 cases (7%) they engage a help-may be male or female servant to assist in the kitchen or do cooking. Thirteen teachers (18.57%) are helped by their mothers and sisters in handling kitchen work.

At the present moment maintenance of the house, keeping it clean, in order and reflecting some sort of aesthetic sense on the part of its inhabitant is an important and good job in itself. It requires, taste effort and will. In five cases (7%) the teachers look to this aspect themselves. An equal number and percentage of teachers are helped by their parents or in laws. The majority - 60 teachers (85.7%) the teacher professionals are helped in house-keeping by the servants. An inevitable conclusion that trickles down the observation is that mothers and sisters are more helpful than in-laws of these categories.

When it comes to child rearing twentyfive (35.7%) teachers report that they depend on themselves and get no support; in eight cases (11.4%) these professional are

helped by their husbands. In ten cases (14.3%) in-laws share responsibilities and help these professional in child rearing; three respondents lady teachers (4.3%) depend on domestic servants and twelve (17%) are assisted by their own mothers and sisters. The trend persists that more than in-laws, own mothers and sisters of teacher professional are observed to be helpful,

The education of children is yet another area of concern for serving wives. In twenty cases (28.57%) the children's education is looked after by the serving mother exclusively; in thirty cases (app. 43%), husbands take care of children's education in seven cases (10%) it left to private tutors.

Marketing is another demand which needs time and manpower's concern. In thirty (42.85%) cases women teachers do marketing for their day to day family, kitchen and other needs themselves. In 25 cases (35.7%) the husbands shoulder this responsibility whereas in five cases (7%) the marketing for day to day items of necessity is entrusted to servants. Ten (14.3%) respondent teachers report that their marketing is handled by their in-laws or parents.

What happens in case of female doctors ? - an analysis is presented below:

The female medical professional are also not spared from kitchen duties. Five of them (10%) report to be doing everything in the kitchen themselves. In seven cases (14%) they are helped by their husbands, in fifteen (30%) cases they are assisted by their in-laws; in eighteen (36%) cases they engage a paid help and five (10%) doctor respondents report that their mothers and sisters assist them and manage the kitchen.

The house-keeping, its cleaning, orderliness and looks are looked after by two (4%) of the respondents themselves. In eight (16%) cases it is looked after by in-laws or parents. In forty (80%) cases the lady doctors are dependent upon domestic helps for all the odd work of house-keeping to beautification.

Again, child rearing is taken care of by two (4%) of women doctors; in five case (10%), their husbands do this job; in twelve (24%) cases in-laws come to their help and in ten (20%) cases, children's bringing up is left to servants. Some, five (10%) doctors send their little ones to the care of a creche.

So far as educating the children is concerned - two (4%) respondents report that they look after their children's education; in ten (20%), cases it is left to husbands to take care of children's education and in

twenty two (44%) cases of female professional belonging to medical category the children's education is entrusted to tutors who are hired for the work.

Marketing of daily necessities and periodical requirements are managed by five (10%) of the doctor respondents themselves. In ten (20%) cases this responsibility is discharged by the husbands while in case of twenty (40%) doctors the dependence is on domestic servants. Fifteen (30%) of the respondents report that their marketing of domestic needs is done by their parents or in-laws.

Comparatively lesser number of female doctors are observed to be involved in domestic work or in discharging family responsibilities by adopting a personalised role. They are observed to be more dependents on servants, in laws and parents as compared to teachers.

Ladies in legal profession also share domestic responsibilities differentially. The teachers', doctors' and lawyers profile differs from each other.

In twelve (30%) cases women lawyer look after the kitchen duties themselves. In eight (20%) cases they are assisted by their husbands; in 5 (12.5%) cases they

depend on in-laws; in 10 (25%) cases they look to the domestic help for the kitchen chores; in five (12.5%) cases female lawyers are helped by their mothers and sisters in management of kitchen.

In keeping the face-life, orderliness and cleanliness of the house fifteen women (37.5%) lawyers depend on their in-laws or parents. They themselves are not reported to indulging in this aspect of family life. Rest twenty five (62.5%) of women lawyers depend upon domestic servants for keeping the house neat and good-looking.

Child-rearing is done by five (12.5%) of the women lawyers themselves. They look after and to Cater to their children's needs themselves. Another five (12.5%) of the lawyers leave this aspect of child's care to their husbands who share this responsibility with their wives and others. In four (10%) cases in-laws help child-rearing while in 5 (12.5%) cases the child care is left on servants.

Education of children having lawyer mothers in profession, is looked after by their mothers exclusively in case of five (12.5%) cases. In eight (20%) cases their husbands discharge this obligation while in six (15%) cases the education of children is entrusted to private tutors.

Of many duties marketing for routine necessities and occasional demands constitutes an important aspect of family life. In seven (17.5%) cases marketing is done by respondents themselves. In eight (20%) cases women lawyers's husbands do this job. In 15 (37.5%) cases marketing of food items is left to servants while in ten (25%) cases it is done by parents or their in-laws.

Table 7.3 shows the assisting and cooperating role of husbands, fathers and brothers, i.e., male members of the family in discharging professional obligations.

The male members including husband fathers and brothers extend economic cooperation in case of three (6%) doctors and four (10%) lawyers. Teachers do not report to be getting any economic assistance/cooperation.

The male members of the family do provide motivation to the female professionals in their homes. Eighteen (25.7%) teachers, thirtytwo (64%) doctors and fifteen (37.5%) women lawyers report that they are motivated by their husbands/fathers/brothers in their professional work. They are encouraged which perhaps acts as positive reinforcer.

Also, in tackling their problems which women professionals are often faced with twelve (17%) teachers, seven (14%) doctors and four (10.5%) lawyers report that

they get cooperation of their husbands, fathers and brothers. Twenty five (35.7%) teachers; six (12%) doctors and seven (17.5%) women lawyer draw moral support from their husbands, fathers and brothers. Some of them, 15 (21.4%) teachers, two (4%) doctors and ten (14.3%) of lawyers have expressed that they apprehended negative attitude of their husbands fathers and brothers, towards their being in the profession they are.

Table - 7.0

Showing decision making process among
Three Professional Groups

Spheres of Decision Making	Teachers 70			Doctors 50			Lawyers 40		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Domestic expenditure	4 (5.7)	8 (11.4)	58 (82.85)	10 (20)	5 (10)	35 (70)	9 (23)	11 (27)	20 (50)
Major and Costly purchasings	20 (28.6)	8 (11.4)	42 (60)	8 (16)	10 (20)	32 (64)	10 (25)	10 (25)	20 (50)
Educations and Occupation of Children*	21 (30.1)	15 (21.42)	34 (48.57)	12 (24)	11 (22)	27 (54)	6 (15)	5 (12.5)	29 (72.6)
Marriage of Children*	20 (28.6)	20 (28.5)	21 (30)	5 (10)	4 (8)	20 (40)	12 (27.5)	10 (25)	15 (37.5)
	5 Children themselves (7)		20 Children themselves (40)				13 Children themselves (32.5)		

Note: * Including dependent in some cases

Table - 7.1

Table showing ownership of Property and
money accounts and Dominance

Spheres of Ownership	Teachers 70			Doctors 50			Lawyers 40		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Bank account	15 (21.43)	7 (10)	48 (68.3)	10 (20)	10 (20)	30 (60)	12 (30)	8 (20)	20 (50)
Insurance Policy	10 (14.3)	25 (35.7)	35 (50)	10 (20)	15 (30)	25 (50)	10 (25)	15 (37.5)	15 (37.5)
Property (House, Land Plot, etc).	40 (57)	10 (14.3)	20 (28.6)	25 (50)	5 (10)	20 (40)	25 (62.5)	3 (7.5)	12 (30)
Dominance	46 (65.7)	4 (5.7)	20 (28.57)	5 (10)	3 (6)	42 (84)	4 (10)	2 (5)	34 (85)

Table - 7.2

Showing Participation in Household Tasks

Household Task	Teachers 70	Doctors 50	Lawyers 40
1. In Food Preparation	1. In 40 Cases exclusive by respondents. 2. In 5 cases respondents aided by husbands. 3. In 7 cases respondents aided by mothers and sisters in laws.	1. In 5 cases by respondents. 2. In 7 cases with the help of husbands. 3. In 15 cases respondents aided by in laws.	1. In 12 cases exclusive by respondents. 2. In 8 cases aided by husbands. 3. In 5 cases aided by in laws.
2. In maintaining the house cleaning, etc.	1. In 5 cases by respondents. 2. In 5 cases aided by parents or in laws.	1. In 2 cases by respondents 2. In 8 cases aided by in laws or parents.	1. In 15 cases by in laws or parents. 2. In 25 cases by servants.

3. In 60 cases by servants.
3. in 40 cases by servants.
3. In 60 cases by servants.
3. In 25 cases by respondents
3. In 8 cases aided by husbands.
3. In 10 cases aided in laws.
3. In 3 cases aided by servants.
3. In 12 cases aided by mothers and sisters.
3. In 20 cases respondents themselves.
3. In 30 cases by husbands
3. In 7 cases aided by tutors.
3. In 30 cases exclusive respondents.
3. In 25 cases by husbands.
3. In 5 cases by servants.
3. In 10 cases by laws or parents.
3. In 2 cases by respondents.
3. In 5 cases aided by husbands.
3. In 12 cases aided by in laws.
3. In 10 cases aided by servants.
3. In 12 cases in creches.
3. In 2 cases by respondents.
3. In 10 cases by husbands.
3. In 22 cases by tutors.
3. In 5 cases by respondents.
3. In 10 cases by husbands.
3. In 20 cases by servants.
3. In 15 cases by servants.
3. In 10 cases by parents or in laws.
3. In 2 cases by respondents.
3. In 8 cases by husbands.
3. In 6 cases by tutors.
3. In 7 cases by respondents.
3. In 8 cases by husbands.
3. In 15 cases by servants.
3. In 10 cases by parents or in laws.

4. In educating the children.

5. In Marketing of Food items.

Table 7.3

Showing co-operation of Husbands/Fathers, brothers
in professional management

Nature of co-operation	<u>Professional</u> Techers	<u>Categories</u>	
		Doctors	Lawyers
Economic	-	3	4
motivational	18 (25.7)	32 (64)	15 (37.5)
In tackling the problems	12 (17)	7 (14)	4 (10)
Moral Support	25 (35.7)	6 (12)	7 (17.5)
Negative	15 (21.5)	2 (4)	10 (14.3)

CHAPTER - VIII

JOB INVOLVEMENT AND JOB SATISFACTION AMONG

WOMEN PROFESSIONALS

In this chapter the effort has been made to assess the women's potential latent in their personalities. This is also the cornerstone of the present study. The central premise of the study is that (men and women are the members of the same Homo Sapiens. That is, both are being equally endowed with intelligence and ability; that the duality between the female and male sexes runs and stops at biological level. For harnessing her abilities or potential only meagre opportunities are available to women. Society though unfavourable disposed towards them, they are steering their way forward under the stress and strain of innumerable constraints. They are proving to be a threat to male-domination of profession-specific jobs.

In the light of above premise the attitude of women to their work, their involvement and commitment to their job and the process of self-actualization among women belonging to three professions have been assessed on some variable which are reflective of respondents involvement and commitment to the profession.

Self Actualization, Involvement and Commitment

Self actualization is the process in which a person is capable of realising and using his or her

talents, capacities and potentialities fully. "Self actualization has been described as an ongoing process of growth towards experiencing ones' potential in terms of creative expression, interpersonal effectiveness and fulfilment in living" (Shostrom, 1973). A person motivated by self-actualization derives a sense of worth while accomplishment and self-satisfaction from being in his or her working position.

Self actualization process is understood in terms of job involvement and job satisfaction by many psychologists and sociologists. Lodall and Kejner (1965) have defined 'Job involvement' as the degree to which a person is identified psychologically with his work, or the importance of work in his total self image. They have viewed involvement as indicative of an individuals work commitment and concluded that job involvement has roughly the same factorial content as job satisfaction. Attitude towards the job is an important aspect of involvement. An improved performance is related to improved attitudes and vice-versa. Guilford has pointed out that motivations are reflected in attitudes. The knowledge of attitudes may help in prediction of behaviour in work situations. Attitudes are related to such factors as values, internal needs, level of aspirations, expectation and motivation of the

individual. The way a person evaluates and observes his job is generally associated with his attitude towards that job. When he enjoys his duty and derives pleasure and self-satisfaction out of it, his attitude towards the job is likely to be positive (Guilford, 1971).

Both Kapoor and Ganguly have opined that the employee's satisfaction or dissatisfaction with a particular situation or job factor is a function of the discrepancy between his or her expectations/aspirations and actual achievements. The greater the discrepancy, the more dissatisfaction and vice-versa (Kapoor, 1967; Ganguly, 1955).

Regarding women's involvement to their job Andresani (1978) remarks that the extent of job satisfaction among women is an important aspect of their labour market experiences for it may signify the degree to which they have made a successful accommodation to the world of work.

Some studies suggested that women are more self actualizing than men. Mathur and Satpathi (1980) have reported that female teachers are more self-actualizing than male teachers. A study by Chaudhary (1973) reveals that women are successful lawyers and even male clients do not show any preference for men lawyers. In certain cases such a matrimonial, guardian, ward cases, clients

prefer women lawyers. In the field of medicine women Gynaecologists and Pediatrics have dominance over men. Well known women administrators like Anna Malhotra (IAS), Sunanda Prasad (IAS) and Kiran Bedi (IPS) are the living examples of self actualization of women in their jobs. Though women in male-dominated spheres of jobs have to proved their worth many times more than men and they have to work harder than men as evident from the statement. "A Women has to be tough as nails and ten times better than a man to survive in administrative set-up." It is a matter of basic inability to accept a woman as an equal professionally" (Everett, 1889, 247).

In the present study in order to assess the job involvement and job satisfaction, among respondents to their professions, six variables are considered important determinants for the purpose.

1. Time-input in professional duty.
2. Time spent in place of work besides, the duty hours on profession related activities.
3. Feelings during the period they keep busy in professional activities.
4. Attitude and mode of thinking towards their respective professions.
5. Ambitions regarding their respective professions.
6. Affiliation with the professional associations and the extent of participation in its activities.

Besides above variables the involvement and commitment of women professionals to social and political matters has also been assessed in terms of the following two variables:-

1. Participation in social welfare activities.
2. Degree of Political Participation.

Analysis of Data: Responses on these variables are obtained and analysed on the basis of available data presented in tabular form as under:

Table 8.0 outlines the hours of time-input made by teachers, doctors and lawyers in devoting themselves to professional activities.

Teachers: Forty teachers (57%) spend about four hours a day for professional activities: twenty two teachers give out that they spend about 7 to 8 hours a day in doing work related to their profession. Eight have reported working beyond eight hours a day.

Doctors: Ten (20%) doctors devote 4 to 8 hours a day for professional work; forty (80%) make an input of 8 to 10 hours a day in catering to their professional work.

Lawyers: Five (12.5%) of lawyers spend 4 to 8 hours a day in their professional work; Thirty five (87.5%) of lawyers devote their time between eight to ten hours to their professional work. Doctors and lawyers are observed to be working harder than teachers.

Table 8.1 reflects leisure time activities at place of work of three groups of women professionals. Twenty five (35.7%) of teachers are characterised by spending their leisure time in the library, reading books. Twenty (28.57%) teachers discuss professional problems/matters with their colleagues during the leisure time. Ten (14.3%) teachers spend their leisure time in counselling their student whereas fifteen (21.4%) has their leisure time gossiping with friends and colleagues.

Among the doctors, ten (20%) spend their leisure time in library; thirty two (64%) spend their time discussing matters of professional interest with their colleagues; five (10%) spend their time with patients whereas only 3 (6%) pass their leisure time gossiping with colleagues and friends.

Of the lawyers, twelve (30%) spend their leisure time in library for preparation of their cases and advancing their professional knowledge; ten (25%) discuss their cases and legal issues with their colleagues; eighteen (41%) of lawyers spend their leisure time with their clients trying to have a clear grip over the issues involves in their cases, while two (5%) of the lawyers do not have much to do except gossiping with their colleagues and friends.

Table 8.2 refelects the feelings during and after having remained in profession for a period of time, two teachers (3%); 14 doctors (28%) and 4 lawyers (10%) express that they derived pleasure and satisfaction from the profession they were in.

Four teachers (5.7%) and 10 doctors (20%) felt that their professions brought to them social prestige. Lawyers did not fall in line with teachers and doctors with respect to this feeling.

Two doctors (4%) felt that their profession provided usefulness and purpose in life. This view was not shared by teachers and lawyers.

Self-respect and confidence as a bye-product of the profession were enjoyed by four (5.7%) teachers; four (8%) doctors and ten lawyers (25%).

Three (4.3%) teachers, four (8%) doctors and 11 (27.5%) of lawyers felt that having been in their professions they were able establish their individual identity.

Prestige and confidence and enthusiasm is perceived to have been gained by fifteen (21.4%) teachers and five (10%) doctors by their being in their profession. Monetary gain and having obtained individual identity are given as professional outcome by 10 (14.3%)

teachers and two (4%) doctors. This end result is not experienced by lawyers.

Pleasure, economic independence and identity - all the three are considered to have been attained in profession by thirty (43%) teachers, eight (16%) doctors and twelve (17%) lawyers. Tiredness, tensions and monotony in their professions is experienced by two (3%) teachers, 1 (2%) doctor and three (7.5%) lawyers.

Table 8.3 presents an account of attitude and the mode of thinking of women professionals belonging to three distinct and separate categories of teachers, doctors and lawyers. In response to the question whether they found their job/professional work interesting, forty teachers (i.e. 57%) report in affirmative, saying that they did find their professional work interesting. The rest of the categories choose to remain non-committal. The doctors and lawyers have been found to be indifferent. They have not expressed their interest or disinterest in any crystalised form to permit inference.

Only two (3%) teachers and five (12.5%) lawyers have reported that their profession presented a challenge to them. Doctors are found to be indifferent to this component of professional attitude.

Twenty five (35.7%) of teachers and ten (20%) doctors have perceived their profession as prestigious. Lawyers have not expressed their opinion towards their profession.

Neither teachers, nor doctors not even lawyers give out their profession to be economically profitable. They have chosen not to reach in affirmative or denial terms. Perhaps their expectations and actual monetary gains remain discrepant.

Three (4.3%) teachers and one lawyer have reported that they derived some sort of moral satisfaction from the profession they were in. None of the doctors has preferred to react on this item.

Two lawyers (20%) have expressed that they viewed their profession negatively. Perhaps it did not provide their satisfying experiences and tangible gains. None of the doctors or teachers is found to join lawyers in supporting their negative feelings toward their respective profession.

Twenty five (62.5%) lawyers found their profession, both, interesting as well as challenging; while forty doctors (80%) found it prestigious and morally satisfying. Seven (17%) lawyers perceived their profession as challenging, profitable and also prestigious.

Table 8.4 seeks to analyse the ambitions for joining ones profession and the expectations which women members of the professions, viz. teaching, medicine and law generally have. Only lawyers - three (7%) report having joined or having been there in the profession for maximum economic gains. Ten (14%) teachers; twenty two (44%) doctors and seven lawyers given out that they joined their respective professions in order to gain prestige and fame.

Thirty three (47%) teachers, fifteen (30%) doctors and twelve (30%) lawyers report that greater the involvement in professional work higher the efficiency they hoped to achieve. Two (3%) teachers and five (12.5%) lawyers and none among doctors reported to be doing something concerning their profession just only to please authorities, clients or decision makers. Seventeen (24%) teachers; twelve (24%) doctors and thirteen (32.5%) lawyers aim at delivering maximum service and satisfaction to their students, patients and clients. Six teachers (8.5%) report that they discharge their duties honestly. Doctors and Lawyers have chosen not to react to this item.

Sixty five teachers, forty nine doctors and thirty lawyers reported that they were anxious about the

decreasing nobility and morality in their respective professions. And they work honestly being aware of their professional obligations and they tried their best to maintain professional ethics and code of conduct.

Five (7%) teachers, one doctor (2%) and ten lawyers (25%) have been found to be indifferent in spelling out concrete steps for restoring the nobility of their respective professions.

Table 8.5 presents an account of the quality of association of three categories of women professionals with professional organization (academic) and the activities they indulge in.

All subjects in three categories report/membership of professional organizations without an exception. Forty (57%) teachers; thirty five (70%) doctors & twenty eight (70%) lawyers have been found to express that they attended meetings and conferences organised by their respective associations quite regularly. Thirty five teachers (50%); twenty (40%) doctors and ten (25%) lawyers presented papers in the conferences and seminar sponsored by their respective organisations. Fifteen (21%) teachers, seven (14%) doctors and five (12%) lawyers have reported that they deliver lectures related to their specialization, practical experiences and innovations made in the field.

Thirty (43%) teachers; twenty five (50%) doctors and fifteen (37.5%) lawyers are found to be enough concerned with the status and functioning of their professions. They attend meetings of their professional organisations and deliberate over the ways and means to raise their professionalism and inculcate a sense of accountability. Ten (14%) of teachers; five (10%) of doctors and ten (25%) of lawyers report their active involvement in organising conferences, seminars and symposia. Five (7%) teachers, two (4%) doctors and three (7.5%) lawyers respondents report that they are not actively associated with their respective organization, they are also office bearers and hold responsible decision-making positions therein. Twenty (29%) teachers, five (10%) doctors and two (5%) lawyers respondents report that they have also written books and articles in their field of study and practice.

Table 8.6 seeks to ascertain degree of awareness towards social problems among women professionals. Forty (57%) women teachers; twenty nine (56%) female doctors and nine (2.5%) female lawyers, think and discuss social issues inorder to obtain better understanding of the situation. Ten (14.3%) teachers; one (2%) doctor and eleven (27.5%) lawyers, even to the extent of forming social organisation to promote the cause. Ten (14.3%)

teachers; twelve (24%) doctors and five (12.5%) lawyers, report themselves to be members of the social organisations and also support the organization by contributing financially. Four (5.7%) teachers; five (10%) doctors and six (15%) lawyers do not report to have the membership of any social organization but they do contribute such organizations financially, whereas six (8.57%) teachers, three (6%) doctors, and 9 (22.9%) lawyers report to themselves to be active members who hold office and also share the decision-making process.

Table 8.7 reflects political awareness as evidenced by their participation in political activities. Female teachers are found to be more political active as compared to female doctors and lawyers. Forty one (58.5%) teachers as compared to twenty (40%) doctors and twenty (58%) lawyers report participation in political activities. They have probably more time to read newspapers, and discuss political issues. The demands of medical and legal profession, in case of women may be more rigorous allowing less time for reading newspapers and discussing issues, particularly when it is viewed against their household functioning and demand of family members on their time.

Only three teachers (4.3%) two doctors (4%) and seven women lawyers (17.5%) report to be members of

political parties whereas four teachers (5.7%) one (2%) doctor and five lawyers (12.5%) admit participating in the party programme actively. Fourteen teachers (20%) and eighteen (36%) doctors and two (5%) lawyers admit that they become politically active siding a party or the other only during election time. Eight (11.45%) teachers; eight (16%) doctors and six (15%) lawyers feel that effective constructive steps were must for stemming political corruption. Doctors more than the lawyers, lawyers more than teachers feel concerned about political corruption.

Table - 8.0

Showing time spent on Professional Obligations

(Hours) Time spent on Professional Activities	Professional Categories		
	Teacher	Doctors	Lawyers
0-4	40 (57.1%)		
4-8	22 (31.45%)	10 (20.0%)	5 (12.5%)
8+	8 (12%)	40 (80.0%)	35 (87.5%)

Table - 8.1

Showing mode of Professional Activities besides
essenstial duties at work place

Leisure Time Activities at Work Place	Professional Categories		
	Teachers	Doctors	Lawyers
In Library (Study)	25 (35.7)	10 (20.0)	12 (29)
In discussing Professional Matters with Colleagues	20 (28.57)	32 (64)	10 (25)
With Students Patients or Clients	10 (14.3)	5 (10)	18 (41)
In talking and gossinping with friends colleagues	15 (21.4)	3 (6)	2 (5)

Table - 8.2
 Number of respondents' responses
 eliciting their feelings.

Achievement	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Pleasure and Satisfaction	2 (3)	14 (28)	4 (10)
Social Prestige	4 (5.7)	10 (20)	-
Purpose in Life	-	2 (4)	-
Self Respect and Confidence	4 (5.7)	4 (8)	10 (25)
Individual Identity	3 (4.3)	4 (8)	11 (27.5)
Prestige, enthusiasm and Confidence	15 (21.4)	5 (10)	-
Economic Independence and Individual Identity	10 (14.3)	2 (4)	-
Pleasure, Economic Independence and Identity	30 (43)	8 (16)	12 (17)
Tiredness, tension and Monotony	2 (3)	1 (2)	3 (7.5)

Table - 8.3
Showing attitude towards Profession

Attitude Towards Work	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Interesting	40 (57)	-	-
Challenging	2 (3)	-	5 (12.5)
Prestigious	25 (35.7)	10 (20)	-
Profitable (Economically)	-	-	-
Satisfactory	3 (4.3)	-	1 (2.5)
Negative	-	-	2 (5)
Interesting and Challenging	-	-	25 (62.5)
Prestigious and give moral satisfaction	-	40 (80)	-
Challenging, Prestigious and Profitable	-	-	7 (17.5)

Table - 8.4

Showing ambitions regarding Professions

Ambition Regarding Profession	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Maximum Economic gain	-	-	3 (7)
Fame and Prestige	10 (14)	22 (44)	7 (17)
More and More Efficiency in Dealing Professional task	33 (47)	15 (30)	12 (30)
To please and Satisfy the Authority	2 (3)	-	5 (12.5)
To give maximum satisfaction to the students/ patients & clients	17 (24)	12 (24)	13 (32.5)
To fulfil duty with honesty	6 (8.5)	-	-
Efforts for Re-establishing nobility in Profession	65 (93)	49 (98)	30 (75)
Negative	5	1	10

Table - 8.5

Showing participation in Professional Associations
(academic) by Respondents

Participation in Professional Organisation	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Membership of Professional Organisations	70	50	40
Attending meetings and conferences	40 (57)	35 (70)	28 (70)
Presenting Papers	35 (50)	20 (40)	10 (25)
Delivering lectures	15 (21)	7 (14)	5 (12)
Suggesting measures to elevate the existing standard	30 (43)	25 (50)	15 (37.5)
Taking active part to organize conference and meetings	10 (14)	5 (10)	10 (25)
Holding important office in the organization	5 (7)	2 (4)	3 (7.5)
Publishing books or articles	20 (29)	5 (10)	2 (5)

Table - 8.6

Showing social awareness among women in three professions, viz. teachers doctors and lawyers

Participation in the solution of social Prob.	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Thinking and discussion	40 (57)	29 (56)	9 (22.2)
Forming Organization	10 (14.3)	1 (2)	11 (27.5)
Membership and Financial Contribution	10 (14.3)	12 (24)	5 (12.5)
Only Financial help	4 (5.7)	5 (10)	6 (15)
Holding office and active participation	6 (8.57)	3 (6)	9 (22.5)

Table - 8.7

Showing Political Awareness and Participation among
women in three professions, viz. teachers,
doctors and lawyers.

Participation In political Activities	Professional Categories		
	Teachers 70	Doctors 50	Lawyers 40
Reading newspaper and discussing Political issues	41 (58.5)	20 (40)	20 (50)
Membership of and Political party	3 (4.3)	2 (4)	7 (17.5)
Active Participa- tion in Party's Programme	4 (5.7)	1 (2)	5 (12.5)
Only Active at the time of Election	14 (20)	18 (36)	2 (5)
Constructive steps taken against political Corruption	8 (11.45)	8 (16)	6 (15)

CHAPTER - IX

SUMMARY AND CONCLUSION

The Present Work

This study is a modest endeavour to present a sociological analysis and a composite picture of that tiny class of working women who are engaged in elite male dominated professions, viz. university/college teaching, medicine and law. Until recently these were only male preserves. For convenience, the present research can be summarized as follows :-

Objectives of the Study

Chapter-I introduces the subject matter, statement of problem, objectives and significance of study. In post-independent India there could be seen the phenomenal growth in the number of employed women from middle and upper classes. The rapid increase of higher education among women urbanization, industrialization, constitutional rights, socio-economic advancements, growing economic necessities made a ground for women to come out from their age old seclusion to join the country's labour force. But employment by itself did not make any significant change in the status of women. The structure of family, division of household work, value system, power structure and dominance in the family

proved difficult barriers to cross over. Only recently, attention has begun to be drawn towards some fundamental issues such as the rigidity of gender roles, unequal status of women in the family, patriarchal values and non-egalitarian social structure, etc.

Women in noble professions (teaching, medicine and law) is an humble effort to study women's march from a conservative family slave to the commanding heights in social hierarchy. Although such women constitute a microscopic class amongst Indian women folk, but their contribution provides evidence of a break through proving that they were capable of rising to fullest capacities of their potentialities under the stress and strain of social handicaps and leg-pulling family traditions. It also serves as an indicator of social change which later metamorphosised the stereotyped self perception and self portrayal of Indian women.

The purpose of the present study is to find out if the twin advantage of education and employment of women has enriched life in the home, and in society at large. And, how far this situation has contributed to the personality of women in highly demanding profession of teaching, medicine and law.

The general objectives of the study in hand are :

- (a) to find out in what ways entry of women in professions has contributed to their status in familial and social set up;
- (b) to examine the socio-economic status of women in professions vis-a-vis their social mobility in society.

In the light of above noted general objectives some specific objectives were also carved out. (see chapter 1, p.14-15). Toward the end of this chapter a brief historical background of women professionals has been modestly indicated.

Research Design: Chapter II presents research design of the present study. The study comprises of an exploratory analysis of women engaged in three professions i.e., university teaching, medicine and law. The study is descriptive in nature, hence no formal research hypothesis has been formulated; no attempt has been made to examine a particular theory, except that interpretation is in structural-functional terms.

Universe and Sample : Keeping the problem and objectives in view the study is directed to two cities of U.P., viz. Allahabad and Meerut. The universe is comprised of women professionals in these cities where they were enumerated about 760 (315 teachers, 315 doctors and 130 lawyers) in 1992.

Owing to the problem under investigation 'non-random (purpose) sample' consisting of 160 individuals (70 teachers, 50 doctors and 40 lawyers) was selected from the two cities.

Techniques of Data Collection

Primary sources: An elaborate and carefully prepared (pre-tested in pilot study) schedule covering all aspects of the problem was used to gather the information from respondents in face to face contact situation. Personal interviews were conducted and structured questioning was resorted to. For obtaining depth information on vital issues some case studies were also prepared (see Appendix-I).

Secondary Source: Consisted of published and unpublished materials in the form of books, thesis, reports, journals and periodicals devoted to women professionals. The libraries of Meerut and Allahabad universities; Women Studies Centre at BHU, Kurukshetra and I.C.S.S.R. Centers were some of the other sources of information.

Time Spent on Field Study

(1) Nearly fifteen to twenty months were spent in completing the field work. It was done single handed by the researcher herself who is also in teaching profession;

- (2) Two cities of Uttar Pradesh, one in eastern zone and the other in western zone were selected for study.
- (3) Respondents belonged to three different categories of professions.

Limitations

The study had been concerned with professionals who are in three elite profession of teaching, medicine and law. Thus the conclusions drawn from this study may not be applicable for whole class of working women.

It is an academic venture and purely exploratory sociological analysis based on facts obtained through schedules and interview. The interpretation of facts and data has been done, as far as possible, objectively subject to the constraints of human error.

Perspectives on Noble Professions

Chapter - III presents meaning of profession, its historical background and conceptual perspectives about three professions. In the present context a true profession is recognized as an organization that regulates admission of members, exercises control over them and secures certain rights and privileges for them.

A profession is noble in the sense that it is

devoted to social service by special skill, learning and training.

Review of Literature

In Chapter IV a review of related studies has been discussed in order to get an overview of the present status of knowledge related to the area of research.

It has been observed that since setting in of reform movement as also during the post independence era in India and after the second World War women studies, done abroad, emphasized on the victimization of women due to bad social customs; superstitions etc., and women were looked upon as the targets of welfare but never as participants in the development of nations. Women studies, during the period which characterises women development is marked by entering a deviation. New trend is observed. These studies spring from the belief that women suffer from systematic social injustice because of their sex belonging - 'weaker sex' and other forms of prejudices which society has been known to have against them.

For the immediate purpose the researcher has categorised women studies under four heads. They are :-

- (a) Some compiled works in the form of bibliography of women studies;
- (b) Some works related to the status of women in India;
- (c) Some works related to the particular aspects of women's lives such as marriage and family, education, health and family planning, exploitation of women, politics and religion etc.,
- (d) Some researches on women involved in skilled jobs.

The details of relevant literature have been given systematically in this chapter. The most relevant part of available literature for the present study is "Studies concerning women's participation in the labour force as professionals". Researchers in India and elsewhere have given a penetrating look at the dilemmas, confusions and contradictory normative beliefs about the role of professional women in family and society. A recent trend in women studies, which has occupied the wider attention, is the areas and sources of exploitation, discrimination and atrocities against women.

A good deal of work is done on middle and upper class women in skilled jobs and professions as an emerging trend of social change in modernizing India. Only a couple of studies are available on women in specific elite and top professions which are traditionally regarded as noble professions.

Entry of Women in Elite Profession

In Chapter - V the available data regarding the women in elite professions, their low-ratio-entry, in these so-called prestigious and male-dominated professions, social, cultural and other barriers in the way of choosing these professions as career, the social image of career women in society. These and other vital issues are discussed on the basis of available reports, journals, research work devoted to women in top professions such as law, medicine, engineering, college and university teaching, managerial and executive services, central and provincial civil services (IFS, IAS, IPS etc) and journalism etc.

Studies till women's development decade reveal that most of the powerful jobs in society had been held by men. The opportunity as well as motivation both are un-available to women entering the elite professions. For, most people, as stated by Epstein, 'Woman and Professor', 'Woman and Lawyer', 'Woman and Doctor', 'Woman and Engineer', are not congruent statues. Whenever a women professional appears she causes others to be disconcerted and their presence causes discomfort.

The limitations of choice in choosing the career is built into the tradition, socialization process,

educational system and illusions regarding women's abilities, capacities and traits. Career women were viewed as the anti-thesis of feminine woman and were thought as non-normative or as inconsistent with her social image.

In contemporary time women's social and cultural roles show rapid change in attitude's towards women and work is being noticed.

Socio-Demographic Profile of the Respondents

In Chapter - VI facts concerning the age structure, education, professional positions, marital status, religion ... caste, language, family type and socio-economic status of women professionals are being analysed. The aim is to find out the ascriptive status of the women professionals in their traditional social structure and also to investigate into their achieved status on the parameters of education, occupation and income (see Tables 6.0 - 6.6, pp.126-131).

Power Structure

Chapter - VII presents the data regarding the power structure in the families of respondents. Changes in the power structure have been observed in terms of economic control, ownership of property, decision making

power regarding important family matters, devision of household chores and assitance realized from husband, and other family members and dominance in the family in terms of behavioural and interactional patterns (See Table 7.0 to 7.3, pp.146-150).

Job Involvement and Job Commitment Among Women Professionals

Chapter - VIII presents and analysed the data regarding the job involvement and job committment and the process of self actualization among the respondents. To assess this aspect of the study, six variables were considered important such as (1) time input on professional duty and profession related activities, (2) attitude to work, (3) feeling and mode of thinking during work;(4) ambition regarding profession and (5) the extent of participation in the academic activities of professional associations and organizations (see Table 8.0 to 8.5, pp.165-169).

Conclusion

Impact of Profession on the family and social life of women professionals : The most burning issue of the present day i.e. the repercussions of women's employment on family and social life. Pertinent data have been analysed. Reciprocal influence of familial and professional responsibilities (generally called role

conflict) and their consequences have also been examined.

It is a generally accepted fact that the participation of middle and upper class women in the world of work has stirred the entire traditional social structure. Middle class women's outside-work participation is not merely an economic activity but it affects norms regarding the proper sphere of a married woman, her status vis-a-vis her husband, values underlying partriarchal family structure, redefinition of the roles of family members, care of childrne, mixing with other men and remaining outside the house for long periods (Desai and Anantram, 1985: 311).

To examine the impact of profession, some important aspects have been considered most relevant such as the changes in the traditional power-structure and dominance in the family in terms of economic control decision making procession on important issues, changes in the sex-specific division of house-hold chores and attitudinal changes in the behaviour of in-laws in family. This has already been discussed in chapter VII of the study. These are the basic issues which are also the focuss of social debate of the present day. Besides, some influences may be regarded as the by-product of

women's employment. These are :-

- (1) Influence on marital relations (in case of married women) and on marriage prospects (in case of unmarried women).
- (2) Influence on the social image of women professionals (both in terms of character and behavior and regarding job involvement and commitment discussed in Chapter VIII of the study).
- (3) Reciprocal effect of familial and professional commitments or dual career (generally called role conflict)

Power Structure

As more women are increasingly entering the male dominated profession, male-female traditional relationship is being questioned and to a certain extent is changing. The predominance and authoritarian structures of patrilineal families is shakled instead an democratic and egalitarian trends have been observed. Data presented in various chapters and Appendix-I clearly indicates decentralization of the economic control and decision making power. Earning capacity of women professionals equivalent to men gave them respect and sufficient say in deciding the important issues of the family and gave them freedom from totally dependant status as the dependents are never free. Unmarried respondents have also reported that due to their being

in profession their brothers and even fathers do not take them lightly. Their opinion in family matters also has some weight and importance, specially unmarried female lawyers expressed such feelings in greater number than teachers.

An attitudinal change does also appear from the present study in the traditional sex-specific division of household chores in the families of women professionals. The rigid demarcation of women's role and man's role is weakening specially in cases of doctors and lawyers. A substantial number of our sample indicates that they free themselves from cooking, cleaning and even child caring to large extent. In many cases they are helped by their husbands and in-laws in household chores.

A trend is discernible that working women living in nuclear families are more likely to get greater help from their husbands than those living in extended families. The reason being the normative pressure exerted by these relatives still favours the sex-specific division of labour. A man helping his wife in house-work is likely to face adverse comments from relatives .

A new self image is also developing among the

younger women professionals. They see themselves as equal partners with men not only in education and employment but also in family.

Effect on marital relations and marriage prospects

Marital solidarity and adjustment depends on the positive attitude of both the partners towards the family consistency, love, affection, respect for each other and companionship. In Indian context religious values, ineffective laws and economic conditions perpetuate the dependence of a wife upon her husband. Here women, more than men, are expected to contribute to domestic harmony. Marital conflict is feared by wife more than husband. She makes compromises in many matters in the adjustment process. But in the present study a slight change in this traditional situation is being noticed.

Highly educated and employed status of women professionals have developed an independent and individualistic trend of thinking. In our sample five respondents (three teachers, two lawyers) are divorced (see Table 6.1, p.127). They have reported that they sought divorce due to the maladjusting nature of their husbands and exploitation of their in-laws. But they honestly admitted that if they were not employed perhaps

they could continuously suffered and would not dare to seek seperation. Now they lead a peaceful although a bit miserable life due to unhealthy social outlook of the people. Myrdal and Klein have also observed this trend and have stated, "no longer is marriage an economic necessity nor divorce economically impossible" (1968: 36).

Among married respondents fifty teachers, thirty doctors and sixteen lawyers have reported that their married life is satisfactory. Eight teachers, six doctors and four lawyers felt that their professional working was sometimes at risk of entering controversies, some times they experienced tension and many a times they had enough chances of being misunderstood. But ultimately sometimes their family members and sometimes they themselves have to made compromises and mutual relations become normal. Again the democratic trend in marital relations is taking place. This shows major contribution in uplifting the subjugated status of woman.

Unmarried women professionals also reacted on this aspect. A few number of teachers respondents and a greater number of lawyers respondents (none from doctor category) are unmarried, some of them are nearly above

35 years of age. The unmarried young girls have reported that their professional position and earning capacity have brightened the chances for better match and they are waiting for the same. They are not in a hurry. Elderly unmarried women did not show anxiety about marriage. Three unmarried women expressed the negative effect of their high education and employment on the marriage prospects as their parents have to face difficulty to find a suitable match for their daughters who should be more qualified and economically well off.

The Impact of Profession on the Social Image of Women

The traditional image of woman which largely prevails is of a housewife or mother. The values and norms concerning the woman's role in Society and the participation of woman in professional activities are seen as contradictory. A few decades before career women were viewed as inconsistent with their social image. Women face the problems of being the wrong sex in professional life. For most people 'Woman and Professor', 'Woman and Lawyer' or 'Doctor' or 'Engineer' etc. are not congruent statuses. Women in professional occupation are thus always noticeable and their presence causes discomfort. Career oriented women, for many years were perceived as less feminine and more dominant, aggressive

and possessive and suffer from adjustment problems. In the present study only a few teachers, doctors and lawyers have complained that their relatives, neighbours and on occasion their colleagues think of them proud, ultra-modern and non-adjustive. Majority of the respondents have reported that they had received rather more respect from the family members, neighbours and male colleagues. A substantial number of married women teachers, doctors, and lawyers live in extended families and have reported their married life to be very satisfactory (see Table 6.5, p.130). An insignificant number of married professionals have indicated adjustment problems.

Job involvement and job commitment : among women professionals

Many misconceptions and prejudices about women's aptitudes and attitude to work are prevailing in society. Eminent anthropologist, Margaret Mead (1948) has stated that in all societies. There are certain aptitudes and abilities which are considered typically male and others typically female. Regarding women's professional efficiency Wilson (1966) points out that "they are rarely job-oriented and job-involved, they lack emphasis on what they can contribute to the job.

Few are prepared to accept the challenge and strain of job involvement, competitive pressures, and the continued extension of qualification. They expect concessions because they are women.

Contradictory to these statements the basic premise of the present study was that men and woman are the members of the same Homo sapiens, that is, both are equally endowed with intelligence and ability; That the duality between the female and male sexes runs and stops at biological level.

In the present study to assess the self actualization, involvement and commitment six variables were considered as appropriate. These are : (1) Time input in profession (2) Time spent at place of work. (3) Attitude to work, (4) Feelings during work, (5) Ambitions regarding profession and (6) The extent of participation in the activities of academic professional associations.

The analysis points out that majority of woman doctors and lawyers spend eight and more hours a day in their respective professions (see Table 8.0, p.165). Teachers , though, spend 3 to 4 hours a day on professional duties but they spent more time in libraries, in preparing research papers to present in

conferences and seminars. And a good number of university teachers write articles and books (see Table 8.5).

Majority of respondents, except some have the ambition to get more knowledge and skill in their fields. Several women were anxious of the decreasing ethical codes in their respective professions and wanted to restore the nobility of their professions (see Table 8.1 and 8.5, pp.165, 169).

Roll conflict

Since employment of women of middle and upper classes is a recent phenomenon, no fixed pattern or redefinition of role of women in terms of changed context have yet been achieved. Neither working wives, nor their husbands or other relatives, nor society in general are clear and definite about their roles.

The negative attitude of husband and in-laws is often a decisive factor in experiencing the role conflict by the employed women. One more factor which account as equally important is the availability of gadgets and servants to help in household chores.

This study also points out that respondents are financially capable to avail both the facilities. And

the attitude of husbands and in-laws is also not unfavorable as evident from the data in Chapter - VII so they are able to spend enough time to their professional commitments.. But regarding child care, less time devoted to them is a significant source of tension and guilt for majority of women in three professions. They expressed the feeling that their children are deprived of their love and proper care and attention due to the demands of the professional work. This was experienced by doctors and lawyers more than teachers. But at the same time they console themselves in realizing the situation that they could provide better education more economic facilities and better standard of living due to their being in highly gainful profession.

To conclude the findings: Both professional position and economic independence have made women capable of shouldering the responsibility of breadwinner in case of unmarried, divorced and widowed professional's and co-partners in case of married women. At the same time it provides them the opportunity to face new situations, interact with different kinds of people and to use and realize their academic and intellectual potential for self actualization. The effective performance in professionals spheres and new

roles by this class of women exploded the myth of female inferiority and exemplified her claim for higher status in society and man's co-partner in the national development.

Further Researches

Although this study is not oriented towards Applied Sociology we may briefly dwell on future researchers in area under investigation.

Studies on women in top professions will be more factual and useful if the areas uncovered in this study may be taken for future research. These are:

(1) To study the attitude and opinion of husbands to their wives' employment and of children's attitude towards their mothers' employment in case of married women, and attitude and opinion of parents and brothers regarding their daughters' or sisters' employment in case of unmarried women.

(2) To study the attitude and opinion of authorities regarding involvement, commitment and efficiency of women in these professions.

(3) Attitude and opinion of students, patients and clients regarding female teachers, doctors and lawyers respectively in terms of their preference to male or female.

(4) To complete the picture, a study should be conducted on highly educated unemployed housewives to know whether they feel deprived because of being remained jobless.

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परिशिष्ट - ।

वैयक्तिक अध्ययन

प्रस्तावना :-

प्रस्तुत परिशिष्ट में पांच महिला प्रवक्ताओं, पांच महिला चिकित्सकों एवं पांच महिला अधिवक्ताओं के व्यावसायिक अनुभवों का संक्षिप्त विवरण प्रस्तुत किया गया है । वैयक्तिक अध्ययन का उद्देश्य प्रतिष्ठित व्यवसायों में कार्यरत महिलाओं के व्यावसायिक संघर्ष के उन पहलुओं को उजागर करना था जिन्हें सारणियों के द्वारा प्रस्तुत करना सम्भव नहीं था।

पांच महिला प्रवक्ता में से 'क' एक ऐसी विदुषी महिला के जीवन संघर्ष व व्यावसायिक अनुभवों का उल्लेख है जो अत्यन्त कुशाग्र बुद्धि, सफल, लोकप्रिय एवं हंसमुख शिक्षिका थीं । किन्तु एक मानसिक रोगी इन्जीनियर के साथ विवाह हो जाने के कारण जिन्हें अपनी समस्त प्रतिभा को तिल-तिल क्षीण होते हुए देखना पड़ा ।

'ख' एक ऐसी महिला प्रवक्ता का वैयक्तिक अध्ययन है जिनका कम आयु में विवाह हो गया था परिवार व बच्चों की जिम्मेदारी के साथ, पति के प्रारम्भिक विरोध के बावजूद भी पठन-पाठन में अपनी तीव्र रुचि के कारण, विवाह के पश्चात उच्च शिक्षा प्राप्त करने में सफल हुई तथा विश्वविद्यालय में रीडर पद प्राप्त कर अपने को पठन-पाठन एवं व्यवसाय को समर्पित किया । उन्होंने विदेश से भी डिप्लोमा प्राप्त किया अन्त में उनके पति का भी उन्हें सहयोग प्राप्त हुआ।

'ग' एक ऐसी प्रवक्ता के जीवन चरित्र का उल्लेख है जो चित्रकार बनना चाहती थीं और उन्होंने कला की साधना व आर्थिक साधन के माध्यम के रूप में अध्यापन व्यवसाय को अपनाया । वे अपनी कला साधना व व्यवसाय दोनों को पूर्णरूप से समर्पित हैं, इसमें कोई व्यवधान न आये इसलिए उन्होंने विवाह नहीं किया ।

'घ' एक ऐसी महिला प्रवक्ता के जीवन चरित्र व व्यावसायिक प्रगति का उल्लेख है जिसने अपने पति व ससुराल वालों के अत्याचारों से साहसपूर्वक मुक्ति प्राप्त कर तलाक़ ले लिया एवं स्वयं एवं अपने दो पुत्रों का कैरियर बनाने हेतु अकेले ही बीड़ा उठा लिया । वे केवल हिन्दी साहित्य की सफल व योग्य शिक्षिका ही नहीं बल्कि एक लेखिका एवं प्रसिद्ध कवयित्री भी बनीं ।

'न' एक ऐसी प्रवक्ता का जीवन अध्ययन है जिनका कम आयु में विवाह हो गया था । पठन-पाठन में भी कोई विशेष रुचि नहीं थी । जिन्हें बच्चों व परिवार के कार्यों तथा सिनेमा देखने व घूमने फिरने का शौक था । किन्तु पति की प्रेरणा से उन्होंने एम.एम., पी.एच.डी. किया और एक महाविद्यालय में प्रवक्ता के पद पर नियुक्त हुई । वे इस कार्य को भी बिना गम्भीरता के अपने अन्य दैनिक कार्यों की तरह सम्पन्न करती हैं ।

पांच महिला चिकित्सकों में से 'च' एक ऐसी चिकित्सक के व्यावसायिक अनुभवों का अध्ययन है जिन्होंने विवाह एवं तीन बच्चों के होने के बाद, अपने डाक्टर पति के क्लीनिक के एक ओर अपना बोर्ड लगाकर व्यवसाय शुरू किया और आज एक बारह कमरों वाले विशाल एवं प्रसिद्ध नर्सिंग होम की संचालिका हैं। उनका नर्सिंग होम एक चिकित्सालय की अपेक्षा एक व्यापारिक संस्थान जैसा प्रतीत होता है ।

'छ' एक ऐसी कोमल हृदया नेत्ररोग विशेषज्ञ महिला चिकित्सक के जीवन चरित्र का उल्लेख है जिन्होंने मानव सेवा की भावना से प्रेरित होकर इस व्यवसाय को अपनाया और पूरी निष्ठा एवं लगन से अपने व्यवसाय में दक्षता प्राप्त करना चाहती हैं । यद्यपि उनकी सगाई हो गई, किन्तु वे कुछ दिन पूर्ण विशेषज्ञता प्राप्त कर मानव सेवा करना चाहती हैं । व्यवसाय में पूर्णरूप से प्रतिष्ठित होकर ही वे विवाह करेंगी ।

'ज' एक ऐसी महिला चिकित्सक के जीवन अनुभवों का उल्लेख है जो इतिहास की शिक्षिका बनना चाहती थीं, इतिहास में बी.ए. आनर्स कर रही थी। किन्तु बड़ी बहन जो डाक्टरी पढ़ रही थी, जब उसने माँ के 'सपने' की अवहेलना की तो उसने इतिहास की पढ़ाई छोड़कर डाक्टरी की पढ़ाई की, तथा अपनी माँ द्वारा शुरू किये गये एक छोटे से दवाखाने को एक विशाल नर्सिंग होम के रूप में स्थापित किया। अपनी माँ की तरह चिकित्सा व्यवसाय को समर्पित होकर साथ साथ समाज सेवा का व्रत भी लिया। उन्होंने अपने व्यवसाय में इतनी प्रसिद्धी व दक्षता प्राप्त की कि उनके पति उनके 'परिचय' द्वारा पहचाने जाते हैं जबकि वे स्वयं भी एक सफल इंजीनियर हैं।

'झ' एक ऐसी महिला चिकित्सक के जीवन चरित्र का उल्लेख है जो एक रेलवे अस्पताल में मेडिकल अधीक्षिका के पद पर कार्यरत थीं। पति बहुत बड़े सर्जन थे, तथा उनका निजी बहुत प्रसिद्ध व बड़ा अस्पताल था। उन्होंने पति की प्रेरणा व सहयोग से इस व्यवसाय को अपनाया था, वह पति की सच्चे अर्थों में सहघर्मिणी थी, नौकरी के घंटों के बाद छाया की तरह पति के कार्य में उनका सहयोग करतीं। किन्तु अचानक हृदय गति बन्द हो जाने के कारण उनके पति का देहान्त हो गया, उनका समस्त प्रेरणास्त्रोत सूख गया, उन्होंने नौकरी से रिटायरमेंट ले लिया। पति का अस्पताल डा. बेटे व बहु को पूरी तरह से सौंप कर स्वयं को घर की चारदीवारी में बंद कर लिया।

'न' एक ऐसी महिला चिकित्सक के जीवन चरित्र का उल्लेख है जो मेडिकल कलेज में प्राचार्या, प्रोफेसर व विभागाध्यक्ष हैं, उच्चकोटि की दक्ष सर्जन हैं। विद्यार्थी जीवन से अब तक निरन्तर पुरस्कारों, उपाधियों आदि से विभूषित होती रही हैं, महिला रत्न की उपाधि उन्हें हाल ही में प्राप्त हुई है। परन्तु व्यावसायिक सफलता की इन उचाइयों तक पहुँचने के लिए उन्हें अनेकों बार अपने बच्चों व पति की अवहेलना करनी पड़ी। वे परिवार पर पर्याप्त समय व ध्यान नहीं लगा सकीं।

पांच महिला अधिवक्ताओं में से 'अ' ऐसी अधिवक्ता के व्यावसायिक संघर्ष का अध्ययन है जो परिवार की निम्न आर्थिक स्थिति के कारण नौकरी करना चाहती थी। किन्तु नौकरी न मिलने के कारण उन्होंने वकालत शुरू की। वकालत में उनको धन के अभाव के कारण तथा इस व्यवसाय में पुरुषों के वर्चस्व के कारण निरन्तर संघर्षरत रहना पड़ा।

'ब' ऐसी महिला अधिवक्ता का वैयक्तिक अध्ययन है जिनका 16 वर्ष की अल्पआयु में विवाह हो गया था। जिन्होंने पांच बच्चों के बाद उच्च शिक्षा एवं वकालत पास की और और पति की हमव्यवसायी बनीं और पति के अचानक देहान्त होने के बाद उनके व्यवसाय को भी संभाला एवं बच्चों का पालन पोषण भी किया।

'स' ऐसी महिला अधिवक्ता का वैयक्तिक अध्ययन है जो एक सफल शिक्षिका बनना चाहती थी किन्तु अपने पिता के प्रेरणा से अधिवक्ता बनी। किन्तु कानूनी व्यवसाय में एक बार आने के बाद व्यावसायिक सफलता की उन उँचाइयों तक पहुँचने में सफल हुई कि कचहरी में पुरुष साथी थी उनका लोहा मानते हैं। व्यवसाय में बाधा न आये इसके लिये उन्होंने विवाह भी बहुत विलम्ब से किया।

'र' ऐसी वरीय महिला अधिवक्ता के जीवन चरित्र व व्यावसायिक अनुभवों का उल्लेख है जो सक्रिय राजनीति में आना चाहती थी, किन्तु शोषित एवं पीड़ित महिलाओं को अन्याय से मुक्ति दिलाने के रूप में उन्होंने वकालत व्यवसाय को अपनाया और इसके साथ साथ समाज सेवा का व्रत भी लिया।

'स' ऐसी महिला अधिवक्ता के जीवन संघर्ष का अध्ययन है जिसने पति व समुराल वालों के अत्याचारों के कारण तलाक लिया और अकेले संघर्ष का सामना करने पर विवश हुई। उनका विचार है कि वकालत व्यवसाय में पुरुषों की अपेक्षा महिलाओं को अपना स्थान जमाने के लिए बहुत अधिक परिश्रम और संघर्ष करना पड़ता है।

वैयक्तिक अध्ययन नं. ॥१॥

परिचय:- श्रीमती 'क', आयु 52 वर्ष, एम.ए., बी.एड तथा बी.एस.सी. होम साइन्स, 1974 से प्रवक्ता के पद पर कार्यरत है।

परिवारिक पृष्ठभूमि एवं शिक्षा दीक्षा

श्रीमती 'क' का जन्म एक मध्यम वर्गीय पंजाबी परिवार में हुआ, पिता एक सरकारी दफ्तर में नोकरी करते थे। इनके चार भाई व एक बहिन है।

श्रीमती 'क' पढ़ने लिखने में अपने सभी भाई बहिनों में तेज थी, अतः पिता की लाइली थी। इण्टरमीडिएट तक ये सदैव अच्छे नम्बरों से पास होती रहीं। इनकी होमसाइन्स विषय में विशेष रुचि थी, ये देहली के लेडीइरविन कालेज से बी.एस.सी. होम साइन्स का डिप्लोमा लेना चाहती थीं। इन्होंने अपने पिता के सामने अपनी इच्छा प्रकट की, पिता ने इनके शोक को देखकर भेज दिया जबकि इनकी माता बेटी की पढ़ाई पर इतना खर्चा नहीं करना चाहती थी।

'क' ने लेडीइरविन कालेज, देहली से प्रथम श्रेणी में बी.एस.सी. होम साइन्स पास करके फिर बी.टी. भी किया। घर वापिस आने के बाद तुरन्त इनकी नियुक्ति एक इन्टरमीडिएट कालेज में साइन्स एवं होम साइन्स की शिक्षिका के पद पर हो गई। 'क' अत्यन्त परिश्रमी, मिलनसार और सदैव सबकी सहायता करने वाली थी अतः कालेज में छात्राएं, प्रिंसीपल व सहकर्मी सभी इनसे अत्यन्त प्रसन्न थे। ये बहुत हंसमुख व मस्त स्वभाव की महिला थी। साथ ही कुशाग्र बुद्धि व कार्य के प्रति प्रतिबद्ध थीं।

समाजशास्त्र में रुचि:-

जब ये शिक्षिका के पद पर काम कर रही थी तभी अचानक समाजशास्त्र विषय में इनकी रुचि जाग्रित हुई और इन्होंने आगरा विश्वविद्यालय से एम.ए. समाजशास्त्र का परीक्षा फार्म भर दिया। कालेज से केवल एक माह की छुट्टी लेकर इन्होंने परीक्षा दी और इनके प्रथम वर्ष में 58 प्रतिशत नम्बर आ गये अब इनका उत्साह बहुत अधिक बढ़ गया और इन्होंने दूसरे वर्ष की तैयारी शुरू साल से ही प्रारम्भ कर दी। यद्यपि नोकरी के कारण ये पूरा समय अध्ययन में नहीं लगा पाती थी, फिर भी इन्होंने अच्छी तैयारी करके परीक्षा दी और प्रथम श्रेणी में उत्तीर्ण हुई। अब यह पी.जी.कालेज में प्रवक्ता के रूप में समाजशास्त्र का अध्यापन करना चाहती थी।

विवाह का निर्णय:-

इसी समय इनके पिता ने इनका रिश्ता एक इंजीनियर लड़के से तय कर दिया जो उस समय देहली में कार्यरत था। 'क' से पूछा गया, ये भी विवाह करने को राजी हो गई। विवाह के बाद इनके पति ने कुछ महीने बाद 'क' की नोकरी छुड़वा दी, वे पति के साथ देहली चली गई। खाली बैठकर केवल घरेलू कार्यों में अपने को खपा देना 'क' को पसन्द नहीं था। अतः उन्हें प्रयत्न करने पर एक पब्लिक स्कूल में अंग्रेजी व मेथ पढ़ाने के लिए शिक्षिका का पद मिल गया। इन दोनों विषयों में 'क' बचपन से ही तेज थी। अतः बिना प्रयास ये एक अच्छी अध्यापिका के रूप में शीघ्र ही वहाँ प्रसिद्ध हो गई।

वैवाहिक जीवन में संघर्ष:-

विवाह के दो वर्ष बाद इनके एक बेटी हुई। अभी बेटी एक ही वर्ष की थी कि इनके पति की अपने अधिकारियों से कुछ कहा सुनी हो गई और वह नौकरी छोड़ने को व घर मेरठ जाने को तत्पर हो गये। 'क' को बड़ा अजीब लगा कि एक बच्ची भी है, वे भी यहाँ नौकरी करती हैं, इस तरह सब कुछ छोड़कर जाने से कैसे काम चलेगा। परन्तु पति बिना कुछ आगा पीछा सोचे अपनी जिद पर अड़े रहे और नौकरी छोड़ दी। हारकर 'क' को नौकरी छोड़कर पति के साथ सुसुराल आना पड़ा। वहाँ आकर 'क' को अपने पति का व्यवहार और भी अटपटा लगा क्योंकि नौकरी छोड़ने का न तो उनके पति को अफसोस था और न ही वह दूसरी नौकरी तलाश करने के लिए चिन्तित व आतुर थे। सुसुराल में केवल उनके ससुर के पास अपनी आमदनी का सहारा था। एक छोटा भाई व बहिन भी थे झर 'क' के एक बेटा हो गया। दो बच्चे, आमदनी का कोई सहारा नहीं। इन्होंने अपने पति को समझाया कि वे यहाँ नौकरी की तलाश करें। खेर पति बड़ी मुश्किल से काम करने को राजी हुए। 'क' को भी एक पी.जी. कालेज में प्रवक्ता का पद मिल गया, क्योंकि वे एम.ए. प्रथम श्रेणी में पास थीं। दोनों का जीवन अब सुचारु रूप से चलने लगा। अभी पति को और इनको नौकरी करते हुए दो ही वर्ष हुए थे कि इनके पति ने फिर नौकरी छोड़ दी और बहुत निराश व बुझे बुझे से रहने लगे। 'क' को कारण समझ में न आता कि वे बार बार ऐसा क्यों करते हैं। तभी इन्हें पड़ोसियों से मालूम हुआ कि इसके पति विवाह से पूर्व मानसिक रोगी थी और एक साल देहली में मेन्टल हास्पिटल में इलाज करा के ठीक हुए थे। इन्होंने अपने ससुर से पूछा तो उन्होंने बताया कि यह रोग इनके यहाँ पेत्रिक है, श्रीमती 'क' की सास व इनकी एक ननद दोनों को यह रोग था और उन दोनों ने इस बीमारी के दौरान आत्म हत्या कर ली थी। यह सब बातें विवाह के समय 'क' के घरवालों से छिपाई गई थी। 'क' बहुत परेशानी रहनी लगी लेकिन अब वह अपने पति को मनोवैज्ञानिक ढंग से समझती। उन्हें हर समय व्यस्त रहने के लिए प्रेरित करती।

पति पहले से कुछ ठीक रहने लगे, बच्चों, से भी प्यार करते। कभी-कभी उन्हें पढ़ाने भी बैठते, श्रीमती 'क' की भी घरेलू कामों में मदद करते। रसोई तक का काम उन्हें आता था क्योंकि बचपन से ही उनकी माँ असामान्य रोग से पीड़ित थी अतः सब भाई बहन मिलकर ही खाना पकाया करते थे। वे रसोई के कामों में भी श्रीमती 'क' की मदद करते थे। अपने सहकर्मियों से भी उनका अच्छा मेल जोल था। श्रीमती 'क' भी पहले की अपेक्षा प्रसन्न रहने लगी थी। लेकिन उनके मन में खटका हमेशा बना रहता था। इस बीच उनके एक और बेटी भी पैदा हुई।

छोटी बेटी अभी डेढ़ वर्ष की थी कि श्रीमती 'क' के पति को इस बार पागलपन का भयंकर दौरा पड़ा। वह घर में जरा सी बात पर लड़ने लगते, गाली गलौच तक करने लगते। मारपीट भी करने लगे। तीन तीन बच्चों के साथ पति को संभालना श्रीमती 'क' के लिए मुसीबत बन गया। अतः उन्हें देहली इलाज के लिए ले जाया गया। उनके पति की नौकरी भी छूट गई। 'क' को भी पति की देखभाल के लिए नौकरी छोड़नी पड़ी। कुछ ठीक होने के बाद उन्हें वापिस घर लाया गया। पति धीरे धीरे बिल्कुल ठीक हो गये। अबकी बार वे स्वयं नौकरी करने के लिए उत्सुक थे। इस बार एग्रीकल्चर कालेज में इन्जीनियरिंग पढ़ाने की वैकेन्सी हुई साथ ही समाजशास्त्र के प्रवक्ता का पद भी उसी कालेज में रिक्त हुआ। दोनों ने आवेदन पत्र दिया और दोनों की नियुक्ति हो गई।

दो बच्चे स्कूल जाने लगे थे । छोटी बेटी के लिए नौकर रख लिया गया । अब दोनों साथ-साथ एक ही कालेज में नौकरी करने लगे । साथ जाते, साथ आते । घर में फिर से खुशहाली आने लगी । अब श्रीमती 'क' पति का हर समय ध्यान रखतीं कहीं कोई ऐसी बात न हो जाए जिससे पति के मन पर कोई दुष्प्रभाव पड़े । डिग्री कालेज में केवल दो घंटे पढ़ाने होते । श्रीमती 'क' पति को कुछ समय लाइब्रेरी में बैठने को कहती, स्वयं भी वहाँ दो घंटे बैठती । जिससे पति अधिक से अधिक समय व्यस्त रहें । घर पर भी वह बच्चों से कहती कि वे पापा से पढ़ें । इस प्रकार दो तीन वर्ष फिर सामान्य रूप से बीते । किन्तु फिर भी पति का मन नौकरी से ऊबने लगा, वह फिर निराशा में डूबे से रहने लगे । श्रीमती 'क' अबकी बार समझ गई कि इन्हें डिप्रेशन का दौरा पड़ रहा है । वे सारा सारा दिन सोते रहते । नहाने खाने के लिए भी तैयार न होते । कालेज से छुट्टी ले ली । लेकिन इस बार दौरा अधिक गंभीर हो गया । उन्हें अपनी सुध भी न रही । अतः प्रिंसीपल से मिलकर श्रीमती 'क' ने पूरी स्थिति बता दी और स्वयं के लिए एक महीने की छुट्टी माँगी और पति के लिए तब तक जब तक वह ठीक न हो जाएँ । प्रिंसीपल अत्यन्त सहृदय व्यक्ति थे, उन्होंने उनकी स्थिति समझकर छुट्टी दे दी । बच्चों के पास उन्होंने अपने पिता को छोड़ दिया वे रिटायर हो चुके थे । स्वयं वे ससुर के साथ देहली पति का इलाज करवाने चली गई ।

डाक्टर ने देखकर कहा इस बार डिप्रेशन का दौरा बहुत गंभीर है, इन पर हर समय निगरानी रखनी होगी और दवा इत्यादि भी ठीक समय पर देनी होगी । श्रीमती 'क' की ननद दिल्ली में ही रहती है, अतः उनके घर रहकर इलाज होने लगा । श्रीमती 'क' ने एक महीने तक भरपूर देखभाल की लेकिन उन्हें कालेज की नौकरी को भी देखना था, बच्चों के पास भी जाना था अतः वे अपनी ननद व ससुर को पति का ध्यान रखने को कहकर ओर जल्दी ही वापिस आने को कहकर वह चली गई।

अभी 'क' को गये चार पाँच दिन ही हुए थे कि उनके ससुर का उन्हें तार मिला, उन्हें तुरन्त बुलाया गया था । वे घबरा कर वहाँ पहुँची तो उनके ससुर ने बताया कि सुबह चार बजे के करीब उनकी थोड़ी आँख लग गयी थी । घर के सब दरवाजे इत्यादि बंद थे । आधे घंटे बाद जब उनकी आँख खुली तो उन्होंने देखा कि बेटा विस्तर पर नहीं है, सारे घर में देखा गया । वह शायद चुपचाप सबको सोता देखकर घर से निकल गये थे । पुलिस में भी खबर की गई, सब रिश्तेदारों के घर भी देखा गया, कहाँ-कहाँ 'क' ने पति को नहीं ढूँढा, ज्योतिषियों से भी पूछा गया लेकिन कुछ पता नहीं चला ।

अध्यापन ही जीवन का आधार :-

श्रीमती 'क' के पति को गये 12 वर्ष हो चुके हैं । वे उसी कालेज में अध्यापन कर रही है जहाँ वह पति के साथ जाया करती थी । शुरू शुरू में बहुत कष्ट हुआ।

अकेले घर व बच्चों की जिम्मेदारी व अध्यापन इन सबको चलाने के लिए उन्हें कड़ी मेहनत करनी पड़ी । बड़ी बेटी ने डाक्टरी पढ़ी और डाक्टर से ही विवाह किया । दोनों सर्विस करते हैं । बेटा जूनियर इंजीनियर का कोर्स करके नौकरी की तलाश कर रहा है । छोटी बेटी होम साइन्स में बी.एस.सी. कर रही है । इन सब कामों को पूरा करने के लिए 'क' को कालेज की नौकरी के साथ साथ हाई स्कूल व इण्टरमीडिएट के बच्चों को ट्यूशन इत्यादि करनी पड़ी । सारा दिन 'क' अपने को व्यस्त रखती है, थोड़ी देर के लिए भी खाली होने पर बीती बाते उन्हें घेर लेती है, ओर वह ओर अधिक काम , ओर अधिक व्यस्तता ढूँढने लगती है।

'क' के लिए अब अध्यापन ही जीविका है, अध्यापन ही दुःखों की मरहम तथा अध्यापन ही मनोरंजन है । जीवन अथवा व्यवसाय में कोई भी कठिनाई अब उन्हें कठिनाई नहीं लगती।

वैयक्तिक अध्ययन नं. [2]

परिचय:- डा0 श्रीमती 'ख' आयु 42 वर्ष, यूनिवर्सिटी में रीडर के पद पर 12 वर्ष से कार्यरत हैं।

पारिवारिक पृष्ठभूमि एवं शिक्षा दीक्षा :-

'ख' का जन्म सामान्य पंजाबी परिवार में हुआ। बी.ए. पास करने के बाद इनका विवाह इलेक्ट्रिकल इंजीनियर से हुआ। विवाह के पश्चात दो तीन वर्ष तक ये अपना घर परिवार देखती रही किन्तु इन्हें आगे पढ़ने की अदम्य इच्छा थी। इनके परिवार में केवल 'क' व इनके पति रहते थे इसलिए समय भी खूब मिलता था अतः इन्होंने अपने पति से अपनी आगे पढ़ने की इच्छा जाहिर की। इनके पति ने इन्हें इस सम्बन्ध में विशेष उत्साहित नहीं किया किन्तु इन्हें आगे पढ़ने से रोका भी नहीं। 'ख' ने एम.ए. समाजशास्त्र में दाखला ले लिया व गंभीरता पूर्वक अपनी पढ़ाई शुरू कर दी। परिवार की देखभाल के बाद इन्हें जितना भी समय मिलता उससे वे विश्राम या पड़ोसियों के साथ गपशप में न बिताकर अध्ययन में लगाती। इस प्रकार इन्होंने उच्च द्वितीय श्रेणी में एम.ए. पास कर लिया।

अध्ययन व अध्यापन:-

अध्यापन में रुचि के कारण इन्होंने अपने पति से नोकरी करने की इच्छा व्यक्त की। इनके पति ने इसके लिए इन्हें स्वीकृति नहीं दी। अतः श्रीमती 'ख' ने शोध कार्य प्रारम्भ कर दिया। इस बीच इनके दो बच्चे-एक बेटा एक बेटी हुए। इनकी पारिवारिक जिम्मेदारी बढ़ गई, घरेलू कार्यों में अब पहले की अपेक्षा बहुत अधिक समय देना पड़ता, किन्तु पठन पाठन में रुचि के कारण इन्होंने शोध कार्य जारी रखा। चार वर्ष बाद इन्हें पी.एच.डी. की डिग्री प्राप्त हो गई। बच्चे यद्यपि अभी छोटे ही थे। किन्तु अध्ययन में इनकी रुचि देखकर व अध्यापन कार्य की तीव्र इच्छा के सामने इनके पति को झुकना पड़ा और उन्होंने 'ख' को नोकरी करने की स्वीकृति दे दी।

'ख' को यूनिवर्सिटी में अध्यापन कार्य मिल गया। वे अब 10 वर्ष से यूनिवर्सिटी में रीडर के पद पर कार्य कर रही हैं। घर की देखभाल के लिए इन्होंने नोकर रख लिया है। इनके पति व बेटी दोनों घरेलू कार्यों में इनकी सहायता करते हैं।

सफल शिक्षिका :-

श्रीमती 'ख' अपने विभाग की अच्छा पढ़ाने वाली शिक्षिका के रूप में सम्मानित की जाती हैं। छात्र छात्राएँ उनके अध्यापन से अत्यन्त संतुष्ट हैं। वे छात्रों को कोर्स के अतिरिक्त भी विषय के सम्बन्ध में नवीनतम ज्ञान देने का प्रयास करती हैं। स्वयं भी वह अध्यापन के अतिरिक्त कम से कम तीन चार घंटे विभाग में रहती हैं। दो घंटे प्रतिदिन लाइब्रेरी में बैठना इनका नियम है। एक दो घंटे ये छात्रों की कठिनाइयों के समाधान के लिए अपने विभागीय कमरे में बैठती हैं।

विदेश से डिप्लोमा :-

यूनिवर्सिटी की ओर से ओद्योगिक समाजशास्त्र विषय में स्पेशियलाइजेशन करने के लिए वे 6 महीने के लिए जर्मनी जा चुकी हैं। उस अवधि में उनके पति ने परिवार व बच्चों की देखभाल की। अब उनके पति उनके कार्य में बाधक नहीं बल्कि सहयोगी हैं।

अध्ययन में संघर्ष :-

अध्यापन कार्य में आने वाली कठिनाइयों के सम्बन्ध में जब मैंने इन्टरव्यू के दौरान पूछा कि यूनिवर्सिटी के छात्र, छात्राएं विद्यालय की अपेक्षा अधिक स्वच्छन्दता का उपभोग करते हैं, क्या आपको अध्यापन में कुछ कठिनाई का अनुभव होता है। इस प्रश्न के उत्तर में उन्होंने बताया कि बी.ए. में छात्र समाजशास्त्र विषय को अत्यन्त सरल समझ कर बहुत अधिक संख्या में आते हैं, और अधिकांश नियमित रूप से कक्षा में आना जरूरी भी नहीं समझते किन्तु फिर भी कुछ मेधावी छात्र, छात्राएं कम अधिक संख्या में हर बेच में उपलब्ध हो जाते हैं जिन्हें पढ़ा कर कर्तव्य पूरा करने का अवसर उपलब्ध हो जाता है। हाँ एम.ए. में विद्यार्थी गंभीरतापूर्वक अध्ययन करते हैं उनके साथ हमें भी परिश्रम करना पड़ता है। इसके लिए विषय की अपटूडेट नालेज रखनी पड़ती है। इसके अतिरिक्त उन्होंने बताया कि वे चार छात्रों को शोधकार्य भी करा रही हैं। अध्यापन के लिए परिश्रम करना उनको अच्छा लगता है।

अध्यापन को व्यवसाय के रूप में प्राथमिकता :-

यह पूछने पर कि अध्यापन को ही उन्होंने व्यवसाय के रूप में क्यों चुना तो उन्होंने बताया कि परिवार और अध्यापन दोनों को अन्य व्यवसायों की अपेक्षा अधिक सरलतापूर्वक चलाया जा सकता है। फिर पढ़ने पढ़ाने में उनकी शुरू से रुचि रही है, इसको क्रियात्मक रूप देने का एक मात्र साधन अध्यापन व्यवसाय ही है। इसके बिना अध्ययन की रुचि दिशाहीन और आधारहीन रहती है।

व्यवसाय में अकाक्षाएँ :-

अध्यापन व्यवसाय में रहते हुए उनकी आकाक्षाएं क्या है इस विषय पर प्रश्न करने पर उन्होंने बताया कि वह अपने पद से संतुष्ट है। किन्तु वह इन्डस्ट्रियल सोशलॉजी में पुस्तक लिखना चाहती है। मुश्किल यह है कि इस विषय में पहले ही पुस्तकों की भरमार है अतः वह एक ऐसी पुस्तक लिखने के लिए इच्छुक व प्रयत्नशील है जो अपना विशिष्ट स्थान रखती हो। वेसे सेमिनार व कांफ्रेंस में वे कई बार शोध पत्र प्रस्तुत कर चुकी हैं। श्रीमती 'ख' के परिवार का रहन सहन वेषभूषा अत्यन्त सादी है। अतः अधिक धन कमाने की उनकी अकाक्षा नहीं है, हाँ यश व आदर वे अवश्य पाना चाहती है।

यूनिवर्सिटी की राजनीति के प्रति 'ख' बिल्कुल उदासीन है। अपने साथियों, मित्रों व सहकर्मियों के साथ उनके सम्बन्ध सीमित रहते हैं। अधिक घनिष्ठता करना उनका स्वभाव नहीं है। वे अन्तर्मुखी स्वभाव की हैं। अधिक घूमना फिरना, उत्सवों में शामिल होना, उन्हें पसन्द नहीं है। वे अपना समय परिवार के सदस्यों में ही बिताना चाहती है। और उन्हीं के साथ ही घूमने इत्यादि जाती है।

श्रीमती 'ख' का स्वभाव अकृत्रिम, स्पष्टवादी है। वे अपने कार्यों में दूसरे की दखल अन्दाजी पसन्द नहीं करतीं न ही अधिक दूसरों से सलाह लेती है। वह अपने निश्चय पर दृढ़ रहती है। और उसे निर्भय होकर पूरा करती हैं।

वैयक्तिक अध्ययन नं. ३१

परिचय:- डा0 कुमारी 'ग' आयु 32 वर्ष, सन् 1980 से पी.जी.कालेज में ड्राइंग पेन्टिंग की प्रवक्ता के पद पर कार्यरत हैं ।

पारिवारिक पृष्ठभूमि :-

डा0 'ग' का जन्म एक शिक्षित, धर्म परायण जैन परिवार में हुआ । इनका परिवार संयुक्त परिवार है जिसमें इनके दादा-दादी व दो चाचाओं के परिवार भी रहते हैं । 'ग' के दादा जी एक पी.जी. कालेज में प्रिन्सिपल थे, जो अब लगभग, 10-15 वर्ष से रिटायर हैं । पिता इन्जीनियर हैं, माता हाई स्कूल तक शिक्षित हैं । ये अपने माता पिता की सबसे बड़ी सन्तान हैं । इनकी दो छोटी बहनें और एक भाई है ।

कलाकार बनने का सपना :-

'ग' बाल्यकाल से ही चित्रकला में तीव्र रुचि रखती थी । अपनी शिक्षा के प्रारम्भिक दिनों में वह अपनी कक्षा के अन्य विषयों का होम वर्क जल्दी-जल्दी निपटाकर ड्राइंग की कापी लेकर बैठ जाती और घंटों उस पर अपनी नन्हीं कल्पना के आकारों को अपनी कापी पर साकार करती, उनमें रंग भर कर उन्हें आकर्षक बनाने का प्रयास करती । कुछ बड़े होने पर वह चित्रों में छिपे भावों, सविगों और विभिन्न मुद्राओं को भी अंकित करने की कोशिश करती । इसके लिए वह हिन्दी अंग्रेजी की पत्रिकाओं में छपे चित्रों को घंटों निहारती, उनमें निहित भावों को पढ़ने की कोशिश करती, उन्हें दिल में उतार लेती । 'ग' के कलाकार बनने की इच्छा को इसके दादा जी बढ़ावा देते, उसे और अधिक उत्साहित करते ।

'ग' ने बी.ए. में कला विषय में डिस्टिन्क्शन प्राप्त की अतः उसने एम.ए. इसी विषय को लेकर करने का निश्चय किया । अब पूरी तरह से कला को समर्पित होने में 'ग' के मार्ग में कोई बाधा नहीं थी 'ग' की कला में रुचि, लगन व कला की बारीकियों की पकड़ को देखकर उनके गुरु भी उससे अत्यन्त प्रभावित हुए । बड़े-बड़े कलाकारों की कलाकृतियों को देखकर 'ग' विद्यार्थी जीवन से ही कला में नए-नए प्रयोगों को करने की चेष्टा करती । एम.ए. का परीक्षाफल आया और 'ग' ने प्रथम श्रेणी प्राप्त की । अब उसके पास कलाकार होने का प्रमाण पत्र था । अब वह पूरी तरह से कला की साधना में जुट जायेगी, अपनी कला का विकास करेगी और उत्तम कोटि के चित्रों को अंकित कर अपने चित्रों की प्रदर्शनी लगाएगी। इस तरह वह अपने कलाकार बनने के सपने को साकार करेगी, ऐसा उसने निश्चय किया ।

विवाह से इन्कार :-

इधर एम.ए. पास करते ही उसके पिता ने 'ग' के विवाह का निश्चय किया और एक इन्जीनियर लड़के से उसका रिश्ता पक्का कर दिया । परन्तु 'ग' को पिता का यह निश्चय अपनी अकांक्षा के प्रतिकूल लगा । उसे लगा कि उसने तो अभी कला की कुछ भी साधना नहीं की । इस तरह वह अपने सपने को नष्ट नहीं होने देगी अतः अभी पाँच-छः वर्ष विवाह न करने का निश्चय कर उसने अपने दादा जी की मार्फत अपने पिता को विवाह से इन्कार करने का अपना निश्चय बता दिया । सबके समझाने पर भी वह अपने निश्चय पर अडिग रही । हार कर पिता ने 'ग' से दो वर्ष छोटी बहन का विवाह कर दिया, दो वर्ष बाद दूसरी बहन का भी विवाह हो गया ।

कलाकार शिक्षिका बनी :-

'ग' के दादा जी ने इसको राय दी कि वह कला के अभ्यास के साथ-साथ अध्यापन कार्य भी करे इससे आर्थिक सहायता भी मिलेगी और आत्मनिर्भर होकर अपने निश्चय को पूरा करने का अधिक अवसर मिलेगा । 'ग' को यह राय उचित प्रतीत हुई । दादा जी के पूर्व प्रभाव से 'ग' की पी.जी.कलेज में कला की प्रवक्ता के पद पर नियुक्ति हो गयी । अब वह केवल कलाकार ही नहीं, कला की शिक्षिका भी बन गई ।

पिछले 9, 10 वर्षों से 'ग' कला के शिक्षण का कार्य कर रही है । उन्होंने शिक्षा के साथ-साथ हिमांचल की लोककला पर शोध कार्य सम्पन्न कर लिया है और पिछले दो वर्षों से जौनसर बाबर की लोककला व संस्कृति पर डी.लिट कर रही हैं ।

अध्यापन में कठिनाइयाँ :-

इन्टरव्यू के दौरान मैंने 'ग' से पूछा कि स्वयं चित्र बनाना और दूसरों को चित्रकला सिखाना ये दोनों अलग-अलग क्षेत्र हैं, क्या उन्हें सिखाने या अध्यापन में कुछ कठिनाई आती हैं ? इस पर 'ग' ने बताया कि कालेज में कला विषय के लिए सीमित सीट्स होती है, और उससे दुगुनी, तिगुनी संख्या में छात्राएं कला विषय लेना चाहती है । अतः छात्राओं के चयन व उनके सही मेरिट को आंकने में बहुत कठिनाई होती है क्योंकि केवल पिछली कक्षा में प्राप्त अंकों के आधार पर मेरिट निश्चित करने से छात्राओं को सही मूल्यांकन नहीं हो पाता है ।

फिर कला एक साधना है, तपस्या है, इसमें समा जाना होता है, विद्यालय के सीमित घंटे में इसकी सैद्धान्तिक शिक्षा भले ही दी जाये, चित्र बनाना, उसमें निहित भावों व मुद्राओं का सही अंकन ये सब सिखाना सीमित घंटे में अत्यन्त कठिन होता है । फिर इसमें जितनी साधना व अभ्यास की आवश्यकता होती है, छात्राएं उतना नहीं कर पाती क्योंकि बी.ए. की छात्राओं को अन्य विषय भी पढ़ने व तैयार करने होते हैं । अतः 'ग' को अध्यापन कार्य पूर्ण करने में सन्तुष्टि नहीं मिल पाती केवल कर्तव्य पालन की रीति भर पूरी हो पाती है । ऐसा उन्हें लगता है । मन में कुछ अधूरेपन का भाव रह जाता है । इसके अतिरिक्त कालेज में वांछित सामग्री तथा पुस्तकों का भी अभाव होता है ।

अध्यापन का व्यवसाय के रूप में चयन :-

यह पूछने पर कि अध्यापन को इन्होंने व्यवसाय के रूप में क्यों चुना, तो उन्होंने बताया कि प्रारम्भ में मैंने अध्यापन को एक आर्थिक साधन के रूप में अपनाया था, किसी भी अन्य धन कमाने के साधन के रूप में अध्यापन व्यवसाय ही ऐसा व्यवसाय है जिसमें कम घंटे काम करके जरूरत के लिए पर्याप्त धन प्राप्त किया जा सकता है । अतः अध्यापन को चलाते हुए भी मेरे पास अपनी कला के विकास के लिए काफी समय उपलब्ध हो जाता है , फिर अध्यापन कला के विस्तार का भी माध्यम है ।

अध्यापन व्यवसाय के सम्बन्ध में राय :-

अध्यापन को 'ग' एक प्रतिष्ठित व्यवसाय मानती हैं, क्योंकि अन्य व्यवसायों की अपेक्षा इसमें आर्थिक उपलब्धि के एक मात्र उद्देश्य बन जाने की सम्भावना कम है । यद्यपि आज कल शिक्षण व्यवसाय की भी परम्परात्मक प्रतिष्ठा कम होती जा रही है, और शिक्षक भी आज अधिक से अधिक धन अर्जित करने की ओर उन्मुख हैं । क्योंकि शिक्षक भी आधुनिक सामाजिक व्यवस्था का अंग है । किन्तु सौभाग्य से महिलाओं की संख्या इस व्यवसाय में अधिक होने की वजह से इसकी प्रतिष्ठा बची हुई है ।

वैयक्तिक अध्ययन नं. 4

परिचय:- डा० श्रीमती 'घ' आयु 42 वर्ष, एम.ए., पी.एच.डी., डी.लिट, 22 वर्ष से पी.जी.कालेज में हिन्दी विषय के प्रवक्ता पद पर कार्यरत हैं ।

पारिवारिक पृष्ठभूमि एवं शिक्षा दीक्षा :-

'घ' का जन्म एक कस्बे में जमींदार वैश्य परिवार में हुआ । इनके पिता इन्टर कालेज के प्रिंसीपल व एक आदर्श अध्यापक थे । माता भी हाई स्कूल तक शिक्षित थीं । इनके दो भाई व दो बहिन हैं, सभी शिक्षित हैं ।

'घ' बचपन से ही पढ़ने में कुशाग्र बुद्धि थी । इनका स्वभाव अत्यन्त कोमल और मधुर था । कृत्रिमता व व्यवहारिकता का इनके व्यक्तित्व में बाल्यकाल से ही अभाव था । सबकी बात पर सहज विश्वास कर लेना, सबको अपना मान लेना इनकी फितरत थी । इनके पिता इन्हें पढ़ने लिखने में अधिक परिश्रम करने के लिए सदैव प्रेरणा देते रहते । पिता की प्रेरणा से 'घ' हाई स्कूल से एम.ए. तक सदैव प्रथम श्रेणी में पास होती रहीं ।

साहित्य में रुचि :-

हिन्दी साहित्य में इनकी विशेष रुचि थी । कविता, कहानियाँ लेख इत्यादि लिखना इन्होंने हाई स्कूल के बाद से ही शुरू कर दिया था । कविता पाठ भी यह बहुत अच्छा करती थीं । एम.ए. पढ़ने के दौरान ही इन्होंने कई बार कवि सम्मेलनों में भाग लिया व काव्यपाठ भी किया ।

प्रणय एवं विवाह :-

जब 'घ' एम.ए. के प्रथम वर्ष में पढ़ रही थीं तभी इनका परिचय एक पंजाबी युवक से हुआ जो बाद में प्रणय में बदल गया । 'घ' उस युवक से विवाह करना चाहती थी, लेकिन इनके माता-पिता इस विवाह के विरुद्ध थे ।

एम.ए. पास करते ही 'घ' ने डिग्री कालेज में प्रवक्ता पद के लिए आवेदन पत्र दिया और संयोग से इनकी तुरन्त नियुक्ति हो गयी । नौकरी लगते ही इन्होंने अपने माता-पिता की मरजी के विरुद्ध उस युवक से विवाह कर लिया । विवाह के प्रारम्भिक चार-पाँच वर्ष अच्छी तरह से बीते और इसी बीच 'घ' के दो बेटे भी हुए ।

पारिवारिक संघर्ष :-

'घ' के पति सी.डी.ए. आफिस में क्लर्क थे जबकि विवाह से पूर्व उन्होंने अपने का आफिसर बताया था । परन्तु 'घ' ने इस पर कभी आपत्ति जाहिर नहीं की । आर्थिक स्थिति अत्यन्त साधारण होने के कारण 'घ' को घर, बच्चे आदि भी संभालने पड़ते और अध्यापन कार्य भी करना होता । इनकी सास व ननद भी इनके साथ रहते थे, लेकिन वह भी घरेलू कार्यों में इनकी सहायता नहीं करती थीं । उनका व्यवहार भी इनके प्रति अच्छा नहीं था । 'घ' के पति इन्हें घर से अकेले बाहर नहीं जाने देते थे, कालेज भी रिक्शा से नहीं जाने देते थे, स्वयं साईकिल पर छोड़ने जाते थे । धीरे-धीरे 'घ' को यह आभास हो गया कि पति उनकी स्वभाव के हैं । विवाह के पाँच-छः वर्ष बाद उनका व्यवहार भी 'घ' के प्रति कठोर

होने लगा । वह 'घ' की पूरी तनख्वाह उनसे ले लेते और कपड़ा व खर्च के लिए भी पैसा नहीं देते थे । बच्चों की देखभाल पर भी खर्च नहीं करते थे । जब 'घ' ने उनके इस प्रकार के व्यवहार पर आपत्ति की तो उन्होंने 'घ' को डांटना डपटना और यहाँ तक कि मारना पीटना भी शुरू कर दिया । इस प्रकार उसका जीवन दूभर हो गया । उसकी साहित्य के प्रति रुचि, काव्य रचना सभी कुछ कुन्द पड़ चुके थे ।

पति के परिवार को त्यागने का निर्णय :-

इन्टरव्यू के दौरान 'घ' ने जब अपनी इस स्थिति का बयान किया तो उन्होंने बताया कि 'जब अत्याधिक मानसिक, शारीरिक व आर्थिक शोषण सहन करने की सीमा पार हो गयी तब उसने स्वेच्छा से पति के परिवार का त्याग कर साहस के साथ समाज में संघर्षपूर्ण जीवन को अकेले जीने का फैसला किया और एक रात केवल तन के कपड़ों के अतिरिक्त बिना कुछ लिये घर छोड़ दिया । कुछ दिन अपने चाचा के यहाँ रहें । उनकी मदद से बच्चे भी अपने पास बुलवा लिए और अलग मकान लेकर रहना शुरू कर दिया । मकान मिलने में उन्हें अत्यन्त कठिनाई हुई । प्रारम्भिक दो तीन वर्ष बहुत कष्ट व तनाव में बीते किन्तु जब बच्चे स्कूल जाने लगे तो 'घ' ने अध्यापन के साथ-साथ अपनी साहित्य और काव्य कला की रुचि को फिर से जीवित करने का प्रयत्न किया और पी.एच.डी. भी शुरू कर ली । वह अपने आपको अधिक से अधिक व्यस्त रखने की कोशिश करती ।

अकेले रहकर पुनः सफलता व प्रगति का प्रयत्न :-

चार वर्ष में 'घ' ने शोध कार्य सम्पन्न कर डिग्री प्राप्त की । उसके बाद चार वर्षों में डी.लिट भी कर लिया साथ ही साथ इन्होंने कविता व लेख इत्यादि लिखने भी शुरू कर दिये । इन्हें कवि सम्मेलनों से भी निमंत्रण आने लगे । इस प्रकार 'घ' ने अपने आपको पूरी तरह से बच्चों और साहित्य की सेवा में समर्पित कर दिया । उनका बड़ा बेटा उनका बहुत ध्यान रखता है, और घरेलू कार्यों में भी उनकी काफी मदद करता है । इतनी विपरीत परिस्थितियों में रहने के बावजूद भी उनके स्वभाव में कटुता नहीं आई । दूसरों पर सहज विश्वास करने और सबकी सहायता करने की आदत अभी भी उनकी बनी हुई है ।

व्यवसाय में आकांक्षाएँ :-

अध्यापन के सम्बन्ध में उनकी क्या आकांक्षाएँ हैं यह पूछने पर उन्होंने बताया कि परिस्थितिवश उस समय आर्थिक स्वतंत्रता के कारण उन्हें अध्यापन व्यवसाय को अपनाना पड़ा, अन्यथा उनकी आकांक्षा तो साहित्य व पत्रकारिता के क्षेत्र में अपना विशिष्ट स्थान बनाने की थी । काव्य पाठ में भी उनकी विशेष रुचि है । अध्यापन कला तो उन्हें अपने पिता से विरासत में मिली है अतः अच्छा पढ़ाने के लिए उन्हें प्रयास नहीं करना पड़ता, छात्राएँ उनके अध्यापन व हर समय कठिनाइयों का समाधान करने की तत्परता से अत्यन्त सन्तुष्ट हैं ।

व्यवसाय में कठिनाइयाँ :-

विद्यालय में श्रेष्ठ अध्यापन के लिए उपयुक्त वातावरण, सुविधाओं व पुस्तकों के अभाव को वह तीव्रता से महसूस करती हैं । अतः विद्यालय में ज्ञान के विस्तार में, व्यवसाय में जितना समय वह लगाना चाहती हैं, उसके लिए वहाँ दशाएँ उपलब्ध नहीं हैं । इसलिए छात्रों को भी वह पूरी तरह लाभान्वित नहीं करा पाती ।

अध्यापन व्यवसाय में उन्हें क्या किसी कठिनाई का अनुभव होता है यह पूछने पर उन्होंने अत्यन्त अफसोस के साथ उत्तर दिया कि जिन लोगों से अच्छे अध्यापन व विद्यालय के स्तर को ऊँचा उठाने के लिए सहयोग मिलना चाहिए था उन्होंने लोगों की ओर से बाधाएँ मिलती हैं। अपने उत्तर को स्पष्ट करते हुए उन्होंने बताया कि -- मेरे विभाग में प्राचार्या विभागाध्यक्षा भी हैं, क्योंकि मैं उनसे अधिक क्वालीफाइड हूँ, छात्राएँ मुझे मानती हैं, कवि सम्मेलनों में भी मेरा आना जाना है, अतः प्राचार्या ईर्ष्यावश इन कार्यों में सदैव बाधा डालती हैं, छुट्टी नहीं देती, तनखाह रोक लेती हैं, कक्षा में जब तक आकर बाधा डालती हैं। मेरे कुछ सहकर्मी जो प्राचार्य जी के गुट के हैं उन सबको यह परेशानी है कि यह पति से अलग रहकर भी क्यों सम्मानित जीवन व्यतीत कर रही हैं। अतः वे लोग भी हर समय तनाव उत्पन्न करने की कोशिश करते रहते हैं।

'घ' का कहना है कि वह अपने विद्यालय की अत्यन्त विपरीत और तनावपूर्ण स्थिति में अध्यापन व साहित्य में अपने योगदान को सुरक्षित रख पा रही हैं।

सामाजिक कठिनाइयाँ :-

उनके अकेले रहने की स्थिति का समाज के लोग भी कभी-कभी नाजायज फायदा उठाने की कोशिश करते हैं। मकान मालकिन शक की निगाह से देखती हैं किन्तु 'घ' धैर्य व साहस से काम लेती हैं, अब उनके भाई व माता-पिता का भी उनके पास आना जाना शुरू हो गया है। अतः इससे मनोबल की वृद्धि हुई है। अब 'घ' ने अपना निजी मकान बना लिया है और दोनों बच्चों के साथ शान्तिपूर्वक उसमें रहती हैं और अपने को पठन-पाठन व साहित्य साधना में व्यस्त रखती हैं। सामाजिक मेलजोल व उत्सवों में शामिल होने से वह कतराती नहीं हैं, बल्कि सिर ऊँचा करके जाती हैं। जीवन में कठिनाइयों ने उनके आत्मविश्वास को और अधिक बढ़ाया है।

'घ' का मानना है कि यदि अध्यापक का पद ट्रांसफरैबल कर दिया जाए तो कई समस्याएँ हल हो सकती हैं। जिन लोगों के लिए अधिकारियों या सीनियर सहकर्मियों द्वारा जान बूझकर तनाव व बाधाएँ पैदा की जाती हैं वह इससे अपने आपको मुक्त कर सकते हैं अथवा उन्हें दूसरी जगह भेजा जा सकता है तथा महाविद्यालयों की आन्तरिक राजनीति व षड़यंत्रों पर भी नियंत्रण लग सकता है।

'घ' का कहना है कि अध्यापन परम्परात्मक रूप से एक सम्मानित व प्रतिष्ठित व्यवसाय रहता आया है, किन्तु आज का शिक्षक बजाए अपनी छवि को मेनटेन रखने व उसे और सुधारने के बजाए एक दूसरे की छवि धूमिल करने के हथकंडों को अपनाने में लगा है। कुछ विषय जैसे अंग्रेजी, विज्ञान, कामर्स व गणित, इनके अध्यापकों ने तो अध्यापन को व्यापार बना लिया है और इसे पैसा बनाने की मशीन के रूप में इस्तेमाल कर एक दूसरे से आगे निकलना चाहते हैं। हमें अध्यापन व्यवसाय की प्रतिष्ठता को फिर से पुनर्स्थापित करना होगा।

वैयक्तिक अध्ययन नं. 5

परिचय :- डा0 श्रीमती 'ड.' आयु 34 वर्ष, 8 वर्ष से डिग्री कालेज में प्रवक्ता के पद पर कार्यरत हैं।

पारिवारिक पृष्ठभूमि :-

'ड.' का जन्म परम्परात्मक ठाकुर परिवार में हुआ। अभी ये बी.ए. में पढ़ रही थीं कि इनका विवाह किसी कम्पनी में कार्यरत सेल्स मैनेजर के साथ 18 वर्ष की आयु में हो गया। इनके पति का परिवार संयुक्त परिवार था, और उन्हें अक्सर कम्पनी के काम से दौरे पर बाहर जाना पड़ता था अतः उन्होंने 'ड.' से विवाह के बाद भी पढ़ाई जारी रखने को कहा। यद्यपि 'ड.' की पढ़ाई में विशेष रुचि नहीं थी, घरेलू कामों में उन्हें विशेष रुचि थी। खाना पकाना, घर को व्यवस्थित रखना, स्वयं सज-धज कर रहने व अच्छे-अच्छे कपड़े पहनकर घूमने फिरने का उन्हें विशेष शौक था, किन्तु पति की इच्छा देखकर और ससुराल से अच्छे कपड़े इत्यादि पहन कर प्रतिदिन बाहर निकलने का अवसर मिलने के कारण उन्होंने अपनी पढ़ाई जारी रखी और इस प्रकार उन्होंने बी.ए. तथा एम.ए. द्वितीय श्रेणी में पास कर लिया। इस बीच इनके एक बेटा व एक बेटी हुए। संयुक्त परिवार होने के कारण उनके पालन-पोषण में उन्हें विशेष कठिनाई नहीं थी अतः उनके पति ने उन्हें शोध कार्य करने के लिए भी प्रेरित किया। अपनी विशेष इच्छा न होते हुए भी उन्होंने पति का कहना मान लिया और शोधकार्य प्रारम्भ कर लिया।

अध्यापन व्यवसाय को अपने पति की इच्छा से अपनाया :-

अभी वे शोध कार्य कर रही थीं कि डिग्री कालेज में प्रवक्ता का पद रिक्त होने पर उनके पति ने उन्हें आवेदन पत्र देने के लिए कहा। और इस प्रकार पठन-पाठन में विशेष रुचि न होते हुए भी 'ड.' अपने पति के प्रयास से अध्यापन व्यवसाय में आ गई।

यह पूछने पर कि अध्यापन में अपनी रुचि के विरुद्ध आने पर क्या उन्हें कुछ कठिनाई होती है ? इस पर उनका उत्तर था कि मैं अध्यापन को भी अपने प्रतिदिन के कार्यों की भाँति एक कार्य समझती हूँ। मैं इसे अधिक बोझ समझकर या गंभीर उत्तरदायित्व समझकर नहीं करती। जिस प्रकार मैं प्रतिदिन खाना खाती हूँ, उसी प्रकार तैयार होकर प्रतिदिन कालेज जाती हूँ और जितना अपना ज्ञान है उसी से कक्षा में पढ़ा आती हूँ। इसी बहाने अच्छी साड़ियाँ, प्रतिदिन बाहर निकलने का अवसर तथा आर्थिक स्वतंत्रता, खुला खर्च करने के लिए पैसा मिल जाता है। जीवन में अधिक खुशी हासिल करने का साधन है मेरे लिए नौकरी। हाँ कुछ परिश्रम अधिक करना पड़ता है। घर की देखभाल के साथ-साथ बच्चों को भी पढ़ाना पड़ता है क्योंकि पति अक्सर बाहर रहते हैं और पढ़ाने के लिए भी कभी-कभी पढ़ाना पड़ता है। परन्तु वे काफी स्वस्थ व परिश्रमी हैं अतः मेहनत से वे नहीं घबराती। यदि किसी दिन कक्षा में पढ़ाने का मन न हो तो वह छात्राओं को काफी मनोरंजक बातों में लाकर समय काट देती हैं। या उन्हीं से प्रश्न इत्यादि पूछकर डाँट-डपट कर अपना कर्तव्य पूरा कर लेती हैं। छात्राएँ उनके विनोदी स्वभाव के कारण उनसे खुश रहती हैं।

विद्यालय में सांस्कृतिक कार्यक्रम या किसी अन्य अवसर पर खाने पीने की व्यवस्था, बैठने आदि का उत्तम प्रबन्ध अपने हाथ में लेकर वे विद्यालय के अधिकारियों को भी प्रसन्न रखती हैं।

वैसे वे मेलजोल बढ़ाने व दूसरों की मदद करने में तत्पर रहती हैं किन्तु पढ़ने-पढ़ाने में अधिक गंभीर सहकर्मियों से उनकी पटरी नहीं बैठती, उनसे वह दूर रहना पसन्द करती हैं ।

व्यवसाय में अकांक्षाएँ :-

इस व्यवसाय में रहते हुए इनकी अकांक्षाएं क्या हैं, इस सम्बन्ध में पूछने पर उन्होंने बताया कि बिना अधिक प्रयास किये सीनियरटी के हिसाब से जो प्रमोशन मिल जायगा उसी से वह सन्तुष्ट हैं । यदि ट्रांसफर इत्यादि की नौबत आई तो उन्हें नौकरी छोड़ने पड़ेगी क्योंकि पति भी घर से कई-कई दिन बाहर रहते हैं अतः घर और बच्चों को देखना आवश्यक है । जब तक नौकरी सुविधापूर्वक चलेगी तभी तब वह उसे चलाने की इच्छुक हैं । अध्यापन में अपने एकाडेमिक कैरियर के प्रति उनकी कोई विशेष अकांक्षा नहीं है ।

स्त्रियों की आर्थिक स्वतंत्रता की समर्थक :-

उनका मानना है कि यदि पति व परिवार वालों से पूरा सहयोग मिले तो स्त्रियां किसी भी व्यवसाय को चला सकती हैं चाहे वह अध्यापन हो, वकालत हो या घरेलू स्तर पर कोई बिजनेस ही क्यों न हो । अपने आप तथा अपने बच्चों को अच्छे स्टैण्डर्ड से रखने के लिए स्त्रियों के लिए आर्थिक स्वतंत्रता को वह आवश्यक मानती हैं । पुरुषों के बीच भी यदि काम करना पड़े तो उन्हें कोई आपत्ति नहीं है, इस सम्बन्ध में उन्हें कोई शिक्षक व कॉम्पलेक्स नहीं है ।

वैयक्तिक अध्ययन नं. ॥6॥

परिचय:- डा० श्रीमती 'च', आयु 46 वर्ष, एम.बी.बी.एस. प्रसूति रोग विशेषज्ञा, 1972 से अपना नर्सिंग होम चला रही हैं।

पारिवारिक पृष्ठभूमि :-

'च' का जन्म एक शिक्षित वैश्य परिवार में हुआ। इन्होंने जब अपनी डाक्टरी की पढ़ाई समाप्त की तो इनका विवाह इनके माता पिता ने एक डाक्टर (एम.डी.) से कर दिया। विवाह के पश्चात् इन्होंने दो वर्ष तक एक प्राइवेट नर्सिंग होम में सहायक डाक्टर की हैसियत से नोकरी की। विवाह के दो वर्ष बाद इनकी एक बेटी हुई। अतः इन्होंने नोकरी छोड़ दी। इनके पति सरकारी अस्पताल में कार्यरत थे, किन्तु शाम के समय वे घर पर अपने क्लीनिक में रोगियों को देखते। नोकरी छोड़ने के बाद इनके पति ने इन्हें अपने क्लीनिक पर ही अपना बोर्ड लगाने व एक ओर रोगियों को देखने की सलाह दी। इससे 'च' बच्ची की देखभाल भी कर सकती थी और रोगियों को भी देख सकती थी। पाँच वर्ष बाद इनके एक और बेटा हुआ तो इन्होंने बच्चों की देखभाल के लिए आया रख ली व घरेलू कार्यों के लिए इन्होंने नोकर रख लिया और अधिक से अधिक समय क्लीनिक पर रहने लगी।

व्यवसाय में प्रगति :-

जब 'च' अधिक समय अपने क्लीनिक पर बैठने लगी तो रोगियों की संख्या भी बढ़ गई। अब इन्होंने अपनी देखने की फीस बढ़ा दी और क्लीनिक को बड़ा कर दिया। जैसे जैसे व्यवसाय में प्रगति होती गई वैसे वैसे वे अपने क्लीनिक का आकार बढ़ाती गईं। अब वह एक छोटे मोटे नर्सिंग होम में परिवर्तित हो गया। रोगियों की संख्या और बढ़ने लगी क्योंकि इनका नर्सिंग होम मेरठ के सबसे केन्द्रीय स्थान बेगम पुल पर था अब 'च' व इनके पति ने क्लीनिक के पास खाली पड़ी जमीन को खरीद लिया और उस पर अपना निजी नर्सिंग होम बनाने की योजना बना डाली। और इस प्रकार 10 वर्षों में उन्होंने 12, 15 कमरों का अपना नर्सिंग होम बना लिया जिसे पति पत्नी दोनों मिलकर चलाने लगे।

पारिवारिक जिम्मेदारी की अपेक्षा व्यवसाय को महत्त्व :-

इसी बीच 'च' की तीसरी बेटी भी हो गई। लेकिन नर्सिंग होम में काम इतना बढ़ गया था कि अतः इन्होंने बेटियों की देख भाल की पूरी जिम्मेदारी को आया पर ही छोड़ दिया और स्वयं 15, 16 घंटे व्यवसाय में लगाने लगी। धन, प्रसिद्धि व यश का नशा ऐसा था कि ये दिन या रात का ध्यान न कर काम में लगी रहती। यद्यपि ये इस बात को महसूस करती थी कि बच्चों की सही देखभाल नहीं हो पा रही है, उनकी पढ़ाई की ओर भी वे स्वयं ध्यान नहीं दे पा रही हैं अतः इस कमी को पूरा करने के लिये उन्होंने बच्चों के लिए ट्यूशन रख दी।

व्यवसाय के सम्बन्ध में अकांक्षाएं:-

श्रीमती 'च' व्यवसाय की सफलता का पैमाना धन, यश व रोगियों की सन्तुष्टि को मानती हैं। उनके नर्सिंग होम में एक कमरे का एक दिन का किराया 50/- रुपये है। उनकी देखने की चिकित्सा

दिन तो अनमनी सी रही फिर अन्य सहपाठियों को हॉस्टल में भी मगन देखकर वही मन लगाने का प्रयास करने लगी, और पढ़ाई में अपने को व्यस्त रखने लगी ।

आदर्श डाक्टर बनने का सपना :-

'छ' ने पूरी मेहनत से एम.बी.बी.एस. पास कर लिया । अब उसका मन डाक्टरी की पढ़ाई में पूरी तरह रम चुका था । डाक्टर के जो आदर्श उन्हें पढ़ते समय बताये गये वह उन आदर्शों पर चलकर पीड़ित जनों की सेवा करना चाहती थी, परन्तु अपने व्यवसाय में पारंगत होकर ।

स्वप्न का क्षेत्र :-

इन्टर्नशिप करने के बाद 'छ' ने एम.एस. करने का निश्चय किया । जहाँ अधिकांश लड़कियाँ ग्यानेकालेजी में एम.एस. में सीट प्राप्त करने की जी तोड़ कोशिश कर रही थी वही 'छ' नेत्र रोग में विशेषज्ञता प्राप्त करना चाहती थी । उसे लगा दृष्टिदान शायद मानव की सबसे बड़ी सेवा है । अतः उसने उस लाइन को अपना क्षेत्र बनाया ।

एम.एस. करने के दौरान 'छ' ने अनेक 'आई कैम्पस' में जाकर सीनियर डाक्टरों की आपरेशन में मदद की । जहाँ कहीं भी इस तरह का कैम्प लगता 'छ' वहाँ जाने में सबसे आगे रहती । जिस दिन उसके अध्यापक व सीनियर डाक्टर ने उसे आपरेशन करने की इजाजत दी उस दिन 'छ' बहुत उत्साहित हुई । बहुत निष्ठा व आत्म विश्वास से, अत्यन्त कोमल व सधे हाथों से उसने पहला आपरेशन किया । जब उसका आपरेशन कामयाब हुआ तो वह फूली नहीं समा रही थी । उसे अपने सीनियर डाक्टर व हेड आफ दा डिपार्टमेन्ट से भी शाबासी मिली । अब उसको अपने पर पूरा भरोसा हो गया कि वह एक सफल व आदर्श डाक्टर बन सकेगी ।

एम.एस. करने के बाद 'छ' की उसी मेडिकल कालेज व अस्पताल में नियुक्ति हो गई । एम.एस. करते समय ही उसका विवाह एक डाक्टर से उसके माता पिता ने तय कर दिया । उसके माता पिता को यह चिन्ता थी कि जिस तरह उनकी बेटी कोमल और सीधे स्वभाव की है, पता नहीं उस तरह का पति व घर उसे मिलता है कि नहीं । संयोग से उसके पिता को उसके लायक उपयुक्त डाक्टर लड़का मिल गया । सगाई हो गई । लेकिन दोनों पहले अपने व्यवसाय में पारंगत होना चाहते हैं अतः विवाह अभी दो वर्ष बाद करने का निश्चय किया है ।

व्यवसाय में आकांक्षा :-

'छ' से जब मैंने उसके व्यवसाय के बारे में उसकी आकांक्षाएं और अनुभवों के बारे में पूछा तो उन्होंने बताया कि रोगियों का इलाज करने में उन्हें अत्यन्त सन्तुष्टि की अनुभूति होती है । और जब किसी निराश रोगी का आपरेशन कामयाब होकर उसे आँखों की रोशनी वापिस मिलती है तो उन्हें अलौकिक आनन्द का अनुभव होता है । मैं व्यवसाय में एक आदर्श डाक्टर की दवि को पूरी तरह चरितार्थ करना चाहती हूँ । डाक्टरी व्यवसाय पर जो अब व्यापारिक हो जाने का कलंक लग रहा है उसे मैं अपने व अपने साथियों की सहायता से धो देना चाहती हूँ । धन तो निष्ठा व परिश्रम से काम करने पर स्वयं ही पीछे पीछे चला आता है 'छ' ने कहा । व्यवसाय में 10, 12 घंटे लगाने के बाद अधिक धन के उपभोग का तो हमारे पास समय ही नहीं है । हाँ 'छ' विवाह के बाद अपने पति के साथ अपना क्लीनिक जरूर खोलना चाहती हैं और उसमें आपरेशन, चिकित्सा संबंधी आधुनिकतम उपकरण लगाना चाहेगी । इसके लिए धन की आवश्यकता पड़ेगी । लेकिन उसके लिए व्यवसाय से गद्दारी करना जरूरी नहीं है बैंक आजकल बहुत मदद करते हैं ऐसा उनका विचार है ।

फीस 25/- रुपये है । प्रति डिलीवरी केस के वह 1200/- रुपये लेती हैं । एक दिन में लगभग 50 तक रोगियों की जांच कर लेती हैं । चाहे काम कितना भी अधिक हो वे स्वयं नर्सों व आया की सहायता से स्वयं ही देखती हैं कोई सहायक डाक्टर उनके पास नहीं है ।

अपने रोगियों से वह केवल चिकित्सा तक ही सीमित सम्बन्ध रखती हैं, अधिक घनिष्ठता उनको पसन्द नहीं । उनका विश्वास है कि रोगियों से डिस्टेन्स बना कर रखने से ही वे आदर करते हैं । चिकित्सा के क्षेत्र में पुरुष की अपेक्षा स्त्रियाँ अधिक सक्षम व उपयुक्त हैं, ऐसी 'च' की मान्यता है क्योंकि स्त्रियों में दूसरों के दुःख को समझने की अधिक क्षमता है ।

यद्यपि वे इंडियन मेडिकल एसोसिएशन की सदस्या हैं किन्तु उन्हें कान्फेरेन्सेस अथवा गोष्ठियों में भाग लेने का समय नहीं मिलता क्योंकि नर्सिंग होम की पूरी जिम्मेदारी उनकी और उनके पति की है । पति नौकरी भी करते हैं अतः अधिक जिम्मेदारी उन्हीं पर पड़ जाती है ।

यद्यपि उन्होंने अपनी बड़ी बेटी को कभी डाक्टर बनने की प्रेरणा नहीं दी लेकिन माँ की व्यक्त्याय में आर्थिक सफलता को देखकर बेटी ने स्वयं ही मन ही मन तय कर लिया कि वह भी डाक्टर बनेगी और सी.पी.एम.टी. की तैयारी पूरी निष्ठा से कर रही है अतः 'च' की अकांक्षा है कि उनकी बेटी भी उन्हीं की तरह सफल डाक्टर बने ताकि उनके बाद उनका नर्सिंग होम सम्भालने वाला कोई 'सुपात्र' उपलब्ध हो सके । बेटियाँ माँ की व्यस्तता का ख्याल करते हुए घर की व स्वयं की देखभाल अच्छी तरह से कर लेती है ।

'च' से साक्षात्कार करके व उनकी कार्य पद्धति का अवलोकन करके मुझे ऐसा लगा जैसे मैं किसी व्यापारिक संस्थानमें आ गई हूँ । साक्षात्कार के दौरान वह तीन रोगियों को बीच में देखने गई जबकि साक्षात्कार का समय पहले से तय था । जब मैंने उनसे उनके व्यवसाय में आने वाली कठिनाइयों के बारे में पूछा तो उन्होंने बताया कि अधिक व्यस्तता के कारण कभी कभी निजी कामों के लिए भी समय नहीं मिल पाता । और सबसे अधिक कठिनाइयाँ तब आती है जब अधिक सीरियस केस के आ जाने पर बहुत कोशिश के बावजूद भी हम कभी माँ या बच्चे को और कभी कभी दोनों को ही बचा नहीं पाते उस समय उनके घर वालों को अपनी मजबूरी का विश्वास दिलाने में बड़ी समस्या आती है । कुछ घर वाले तो ऐसा समझते हैं कि शायद हमारी लापरवाही से बच्चे या माता की मृत्यु हो गई । कई तो खूब बुरा भला कह जाते हैं

जब मैंने उनसे पूछा कि रोगी की मृत्यु हो जाने पर आप नरवस नहीं होती या आपको बहुत अफसोस होता होगा तो उन्होंने अत्यन्त व्यावसायिक लहजे में उत्तर दिया कि यह तो हमारे कार्य का ही एक अंग है, शुरू शुरू में बहुत अफसोस होता था अब तो आदत पड़ गई है । कोशिश करना हमारा कर्तव्य है ।

वैयक्तिक अध्ययन नं. [7]

परिचय:- सुश्री 'छ' आयु 27 वर्ष, नेत्ररोग विशेषज्ञ, एक वर्ष से मेडिकल कालेज में कार्यरत है ।

पारिवारिक पृष्ठभूमि एवं शिक्षा :-

'छ' का जन्म एक उच्च मध्यम वर्गीय शिक्षित पंजाबी परिवार में हुआ । इनके पिता इन्जीनियर तथा माता हायर सेकेन्ड्री स्कूल में अंग्रेजी की शिक्षिका है । एक छोटा भाई है जो इनसे दो वर्ष छोटा है वह मर्चेंट नेवी में कार्यरत है ।

'छ' बाल्यकाल से ही बहुत सीधी, सरल और अचंचल स्वभाव की थी । केवल अपनी पढ़ाई में लगी रहती थी या पिता के पास बैठकर उनसे अपनी नन्ही नन्ही जिज्ञासाओं के उत्तर प्राप्त करने के लिए उन्हें व्यस्त रखती । पिता भी अपने आफिस से आकर तुरन्त उसको आवाज लगाते वह भी दौड़कर उनके पास आ जाती थी । दोनों घंटों बैठे न जाने क्या बातें करते और पिता उसकी बातों पर ठहाका लगाकर हंसते रहते ।

'छ' की शुरू से ही विज्ञान में रुचि थी । उसने विज्ञान विषय लेकर इण्टरमीडिएट प्रथम श्रेणी में पास किया और डाक्टरी की परीक्षा में बैठने की अपनी इच्छा अपने पिता को बताई । उसके डाक्टर बनने के फैसले पर माता पिता दोनों को आश्चर्य हुआ कि इतने कोमल और सरल, स्वभाव की लड़की कैसे डाक्टरी में चीराफाड़ी को देख पायेगी । यह तो एक चीटी के दब जाने पर भी इतनी दुःखी हो जाती है, इतनी डरपोक है, इतनी नाजुक है यह डाक्टरी की इतनी लम्बी और थका देने वाली पढ़ाई कैसे कर पायेगी पर शायद 'छ' के संवेदनशील मन में कहीं रोगियों व दुखियों की सेवा करने का भाव छिपा हुआ था ।

डाक्टर बनने का निश्चय :-

'छ' ने अपना निर्णय पिता को बता दिया और गर्मियों की छुट्टियों में ही प्री मेडिकल टेस्ट की तैयारी जोरों से शुरू कर दी । सहेलियों से मिलना जुलना या गपबाजी करना 'छ' को अच्छा नहीं लगता था अतः अधिकांश समय वह पढ़ने में ही लगाती थी । अतः 'छ' प्रथम प्रयास में ही प्री मेडिकल की परीक्षा में उत्तीर्ण हो गई । पिता उसकी प्रतिभा से बहुत प्रसन्न थे । 'छ' को अच्छे कपड़े पहनने का बहुत शौक था, अतः उसके पिता ने उसकी पसन्द के ढेर सारे कपड़े बनवाकर व माँ ने खूब सारा खाने पीने का सामान साथ देकर लड़की को हास्टल में डाक्टरी पढ़ने के लिये भेज दिया । 'छ' भी बहुत उत्साह से पढ़ने के लिये गई ।

प्रारम्भिक कठिनाई :-

कालेज में जाने के एकाध महीने के बाद 'छ' को पिता की याद आने लगी वह पढ़ाई छोड़कर घर जाना चाहती थी । लेकिन अध्यापकों से छुट्टी मांगने में डर लग रहा था , अतः उसने घर में चिट्ठी डाली कि , पिता उससे मिलने आये । चिट्ठी मिलते ही 'छ' के माता पिता दोनों आये । पिता को देखते ही उसके आँखों में आंसू आ गए । पिता ने समझाया कि तुमने अपनी इच्छा से डाक्टरी पढ़ने का निर्णय लिया है । इसके लिए तो तुम्हें जी ढ़ड़ा करके यहीं रहना होगा, रोज रोज घर जाकर तुम्हारी पढ़ाई में हर्जा होगा । यही मन लगाओ, कुछ सहेलियाँ इत्यादि बनाओ जिससे मन भी बहला रहें और पढ़ाई में भी व्यवधान न हो । खैर छुट्टियों में 'छ' को घर ले जाने का वादा करके माता पिता लौट गये । वह कुछ

कठिनाइयाँ :-

व्यवसाय में आने वाली कठिनाइयों के बारे में उन्होंने कहा कि असली कठिनाइयाँ तो उस समय आयेंगी जब अपना क्लिनिक खोलेंगे । अभी तो अस्पताल में रोगियों की कमी नहीं है । हाँ अस्पताल की अव्यवस्था से और रोगियों की रोग के प्रति लापरवाही से जरूर परेशानियाँ उठानी पड़ती है । रोगियों की संख्या के हिसाब से यहाँ डाक्टरों की कमी होने के कारण एक डाक्टर को अधिक रोगियों को बहुत कम समय में देखना पड़ता है । अतः रोगियों की सही जांच नहीं हो पाती । अस्पताल में बहुत गरीब रोगी इस आशा से आते हैं, कि दवा इत्यादि भी मिल जायेगी, लेकिन दवाइयाँ और विशेषरूप से मंहगी दवाइयाँ आउट आफ स्टॉक होती हैं । गरीबी व अज्ञानता के कारण आपरेशन के बाद रोगी अपना ध्यान नहीं रख पाते । इसलिये कई बार तो अपने परिश्रम पर पानी फिरता सा लगता है, और तब बड़ी निराशा होती है क्योंकि चिकित्सा के बावजूद भी वांछित रिजल्ट नहीं मिल पाते ।

किन्तु 'छ' को विश्वास है कि सतत प्रयत्न करते रहने पर हम इन कठिनाइयों पर विजय प्राप्त कर सकते हैं ।

वैयक्तिक अध्ययन नं. [8]

परिचय:- श्रीमती 'ज' सिख जाट, आयु 50 वर्ष बी.ए., बी.एम.एस., 25 वर्ष से अपना नर्सिंग होम चला रहीं हैं ।

पारिवारिक पृष्ठभूमि :-

'ज' का जन्म पटियाले के सिख राजपरिवार में हुआ था । इनकी माता राजपाल कौर पटियाले के राजपरिवार में व्याही गई थी जब कि वह स्वयं सामान्य परिवार की थी तथा आठवीं कक्षा तक शिक्षित थी । विवाह के पाँच वर्ष तक इनके कोई सन्तान नहीं हुई उसके बाद उनके एक पुत्री हुई, उसके दो वर्ष बाद दूसरी पुत्री 'ज' का जन्म हुआ । पुत्र न होने के कारण 'ज' के पिता इनकी माँ को प्रताड़ित करते रहते और सदैव दूसरा विवाह करने की धमकी देते । जब छोटी पुत्री पाँच वर्ष की हो गई और फिर भी उनके पुत्र नहीं हुआ तो उनके पिता ने दूसरा विवाह कर लिया । इससे इनकी माँ को बहुत अपमान महसूस हुआ लेकिन दो लड़कियों के लालन पालन का सवाल था अतः उनके पास ससुराल में ही बने रहने के अतिरिक्त कोई चारा नहीं था । वैसे उन्हें खाने पीने आदि की कोई कमी नहीं थी, लड़कियों को भी अच्छी तरह रखा जाता था कुछ दिन तक तो उनके पिता इनकी माता के साथ बोलते चालते रहे और बड़ी फत्नी होने के नाते इनसे सलाह इत्यादि भी लेते रहे । लेकिन धीरे धीरे वह इनकी अवहेलना करने लगे, कुछ दिन बाद बोलना चालना भी बंद हो गया । घर का काम इत्यादि देखने के बाद यह एक नौकरानी की भाँति घर के एक कोने में पड़ी रहती । यह स्थिति जब सहनशक्ति के बाहर हो गई तो एक दिन चुपचाप दोनों लड़कियों को लेकर वह घर से निकलकर अपनी माँ के घर आ गई । अपने पैरों पर खड़ा होने के लिए उन्होंने मिडवाइफ का कोर्स किया, और अस्पताल में नौकरी कर ली । बच्चियों को उन्होंने स्कूल में डाल दिया । श्रीमती राजपाल कौर अत्यन्त सुलझी हुई तथा परिश्रमी महिला थी । अस्पताल में उनसे सब बहुत खुश रहते । कुछ समय बाद लोग उन्हें घर पर भी बच्चा होने के समय बुलाने लगे । वह अच्छी कुशल डाक्टर की भाँति केस करने लगी और इस प्रकार काफी लोकप्रिय हो गई । और कुछ समय बाद उन्होंने अपना दो कमरों का क्लीनिक जैसा नर्सिंग होम खोल लिया ।

उन्होंने बड़ी बेटी को डाक्टरी पढ़ने के लिए अमेरिका भेजा, छोटी बेटी 'ज' बी.ए. में पढ़ने लगी और वह इतिहास विषय में एम.ए. करना चाहती थी । माँ यह चाहती थी कि बड़ी बेटी अमेरिका से लौटकर उनका नर्सिंग होम चलाए जिसमें अब दो के बजाय छः कमरे हो गये थे । लेकिन डाक्टरी पढ़ते हुए ही बेटी ने एक डाक्टर युवक से विवाह करने की इच्छा माँ को लिख दी । छोटी बहन 'ज' ने बड़ी बहन को पत्र लिखा कि बड़ी होने के नाते, और डाक्टर होने के नाते तुम्हें माँ का व्यवसाय संभालना चाहिए । तुम विवाह करके वापिस माँ के पास ही आ जाना किन्तु बड़ी बहन के पति अमेरिका में ही रहना चाहते थे अतः उन्होंने अपनी मजबूरी जाहिर की ।

इतिहास की छात्रा डाक्टर बनी :-

'ज' को बहुत दुःख हुआ कि उनकी माँ का सपना अधूरा ही रह जाएगा जिन्होंने इतनी कठिनाइयों से दोनों बहनों को पाला व पढ़ाया । अतः बी.ए. पास करने के बाद 'ज' ने इतिहास में एम.ए. करने के अपने विचार को त्यागकर माँ से हरिद्वार जाकर डाक्टरी पढ़ने की इच्छा व्यक्त की । माँ ने कहा तुम तो आर्ट की स्टूडेंट हो डाक्टरी किस प्रकार पढ़ोगी । 'ज' ने दृढ़ विश्वास से माँ को आश्वासन दिया कि वह अवश्य डाक्टरी पास कर सकेगी । उसने बी.एम.एस. में दाखला ले लिया । रूचि

का क्षेत्र एकाएक बदल जाने पर शुरू शुरू में उसको कुछ भी समझ में नहीं आता था। वह रात रात भर पुस्तकों के साथ जूझती रहती क्योंकि उसे माँ के साथ किया गया वादा हर समय याद रहता। कहाँ तो वह इतिहास की प्रवक्ता बनना चाहती थी कहाँ डाक्टरी पढ़ने में अपने को लगाना पड़ेगा ऐसा उन्होंने सोचा भी नहीं था। खैर जब व्यक्ति किसी कार्य को करने का पक्का निश्चय कर ले तो क्या काम नहीं हो सकता, धीरे धीरे उन्हें डाक्टरी की पढ़ाई समझ में आने लगी, उसमें रुचि भी होने लगी। और इस प्रकार 'ज' ने तीन वर्ष बाद डाक्टरी की डिग्री लेकर अपनी माँ के सपने को पूरा करने का बीड़ा उठा लिया। उनकी माँ ने इस बीच नर्सिंग होम में और भी सुधार कर लिया था, एक बहुत बड़े दालान वाली बिल्डिंग में अपना नर्सिंग होम शिफ्ट कर लिया था अब वह समाज सेवा भी साथ साथ करने लगी। कभी कभी कुमारी माँ के बच्चे भी उनके नर्सिंग होम में पैदा होते जिन्हें उनकी माँ उन्हें साथ नहीं ले जाना चाहती थी। उन्हें उनकी माँ बाहेगुरु की भेट समझकर स्वयं पालने के लिए रख लेती। अब उन्होंने दो नर्स व चार आया भी रख ली थी।

डाक्टरी व्यवसाय को समर्पित व साथ ही साथ समाज सेवा :-

जब 'ज' डाक्टर बनकर लौटी तो अपनी माँ का त्याग और उदारता देखकर श्रद्धा से नतमस्तक हो गयी, उनका मन भर आया और उन्होंने माँ की इच्छा के अनुसार ही नर्सिंग होम चलाने का संकल्प लिया। 'ज' पूरी लगन से प्रैक्टिस करने लगी माँ काफी अनुभवी थी अतः उन्होंने बेटी को अपने अनुभवों से समृद्ध कर दिया। बेटी का हाथ भी माँ की तरह दक्ष हो गया। माँ बेटी दोनों मिलकर नर्सिंग होम चलाने लगी। कुछ समय बाद 'ज' ने वह बिल्डिंग खरीद ली और उसमें और भी कमरे बना लिए। डाक्टरी के साथ साथ समाज सेवा भी चल रही थी। कभी-कभी उनके नर्सिंग होम से लोग बच्चे गोद लेने भी आते। एक लड़की को स्वयं 'ज' ने पालने के लिए ले लिया। कुछ समय बाद एक इंजीनियर लड़के से 'ज' का परिचय हुआ। 'ज' काफी खूबसूरत व प्रभावशाली व्यक्तित्व की महिला है। उन्हें भी इंजीनियर से विवाह करने पर आपत्ति नहीं थी। लेकिन उन्होंने विवाह से पूर्व अपनी शर्त बता दी कि वह विवाह के बाद भी नर्सिंग होम इसी तरह चलाती रहेंगी। अपनी माँ का सरनेम [सिंगपुरिया] नहीं बदलेगी और माँ के साथ रहेंगी। इंजीनियर देहली के रहने वाले थे उनके पिता वृद्ध थे वे उनके साथ रहते थे, माँ की मृत्यु हो गई थी। 'ज' ने कहा कि विवाह के बाद वह अपने पिता को उनके पास ला सकते हैं, वे उनकी भी अपनी माँ की भाँति ही सेवा करेंगी।

विवाह का निर्णय किन्तु माँ के सपने को प्राथमिकता :-

इंजीनियर को इस बात से समझौता करना पड़ा। वे खुद वहाँ छुट्टियों इत्यादि में आकर रहते किन्तु ससुर को 'ज' ने अपने पास ही रख लिया। वे बहू के व्यवहार व सेवा से काफी प्रसन्न रहते।

विवाह के बाद 'ज' के एक बेटा हुआ जो अब 19 वर्ष का है और अमेरिका में पढ़ रहा है। उनकी माँ की आयु 84 वर्ष की है। 'ज' की माँ अब भी थोड़ा बहुत बेटी के काम में हाथ बटाती हैं।

इसी बीच 'ज' की माँ को पता चला कि उनके पति को लकवा हो गया है, उनकी दूसरी पत्नी का देहान्त हो गया है और उनकी देखभाल करने वाला कोई नहीं है। उन्होंने 'ज' को पिता को अपने पास लाने के लिए कहा। यद्यपि 'ज' का मन नहीं था कि जिस व्यक्ति ने उनकी माँ को इतना दुःख दिया उनके साथ कैसे हमदर्दी। लेकिन माँ की इच्छा का मान रखते हुए वह व उनके पति स्वयं जाकर

उन्हें लिवा जाए । एक वर्ष बाद पिता का देहान्त हो गया । माँ ने अपना अन्तिम कर्तव्य भी पूरा कर लिया । अब वह काफी बृद्ध हो चुकी हैं लेकिन फिर भी मनोबल कम नहीं हुआ । जितना जिसके लिए बन पड़ता है करती हैं । छोटी बेटी से उनकी आत्मा अत्यन्त सन्तुष्ट है, वह सदैव उसकी तरक्की की कामना करती रहती हैं ।

कठिनाइयाँ :-

यह पूछने पर कि आप तो इतिहास की प्रवक्ता बनना चाहती थीं डाक्टर बन कर कैसा अनुभव होता है ? तो उन्होंने उत्तर दिया वह एक सपना था, यह एक हकीकत है, और हकीकत सदैव ठोस आधार पर खड़ी होती है । डाक्टर की ड्यूटी करते समय मुझे लगता है कि हर पल मैं अपनी माँ के जख्मों को भर रही हूँ उन पर मरहम लगा रही हूँ उनके जीवन को सार्थकता प्रदान कर अपना जीवन सार्थक कर रही हूँ ।

परन्तु डाक्टर की छवि और इस व्यवसाय की प्रतिष्ठा के बारे में प्रश्न करने पर उन्होंने कहा कि आज के युग में एक आदर्श डाक्टर की छवि को बनाये रखने के लिए बहुत बड़ी कीमत चुकानी पड़ती है, लोग घमंडी समझते हैं, कभी कभी हिपोक्रेट भी, लेकिन जब अपनी नियत साफ हो तो दुनिया की परवाह नहीं करनी चाहिए ऐसा उनका कहना है ।

उन्होंने कहा अंधाधुन्ध धन कमाने का लालच, व्यवसाय में एक दूसरे से आगे बढ़कर नाम व यश कमाने की दौड़, डाक्टरों के आपसी कान्फ्रेक्त्स इन सबने डाक्टरी जैसे पवित्र व्यवसाय को बदनाम कर दिया है । किन्तु अभी भी डाक्टरी व्यवसाय की प्रतिष्ठा को बनाये रखने वाले काफी लोग बचे हैं, इसलिए स्थिति अधिक लाइलाज नहीं है, जरूरत है मूल्यों के पुर्नस्थापन की । इसे हम और आप भी शुरू कर सकते हैं ।

डा० 'ज' प्रसूति विशेषज्ञा है इसलिए पुरुष रोगियों का तो उनके साथ वास्ता नहीं पड़ता, हाँ अपनी पत्नियों को लेकर जब वह आते हैं तो आवश्यकता पड़ने पर वह उन्हें प्रताड़ित करने में पीछे नहीं हटती अगर वह अपनी पत्नियों की अवहेलना करते हैं, या उनके इलाज या स्वास्थ्य पर ध्यान नहीं देते ।

वह डाक्टरों के एसोसियेशन की सक्रिय सदस्या है, उसमें पद धारण करना उसकी गतिविधियों में भाग लेना अपने व्यवसाय का अंग समझती हैं । विदेश में भी कान्फ्रेंस में भाग ले चुकी हैं । इसके अतिरिक्त वह शहर के मनोरंजन क्लब की भी सदस्या है, वहाँ जाने के लिए भी समय निकाल लेती है सिनेमा टेलीविजन देखने का भी इन्हें शौक है ।

डाक्टर होने के साथ-साथ 'ज' एक जिंदादिल, उदार और हंसमुख इन्सान हैं ।

वैयक्तिक अध्ययन नं. 19

परिचय :- श्रीमती 'झ', आयु 59 वर्ष, सिंधी, रेलवे हास्पिटल में मेडिकल सुपरिन्टेन्डेन्ट के पद पर कार्यरत थीं, अपना क्लीनिक भी चलाती हैं ।

पारिवारिक पृष्ठभूमि :-

श्रीमती 'झ' का जन्म एक सम्पन्न सिंधी परिवार में हुआ था इन्होंने डाक्टरी पास की और एक बहुत प्रसिद्ध सर्जन से इनका विवाह हो गया । विवाह के पश्चात् ये रेलवे हास्पिटल में डाक्टर की हैसीयत से नौकरी करने लगी, क्योंकि घर की देखभाल के लिए नौकर चाकर थे, और यह अपनी शिक्षा का उपयोग भी करना चाहती थी । पति भी बहुत व्यस्त रहते थे अतः खाली समय व्यतीत करना इनके लिए मुश्किल था । विवाह के दो वर्ष बाद इनके एक पुत्री हुई, फिर दो वर्ष बाद एक बेटा हुआ । नौकर चाकर होने के कारण बच्चों की देखभाल की समस्या नहीं थी । अतः इन्होंने अपनी नौकरी जारी रखी । हास्पिटल में यह बहुत निष्ठा से कार्य करती अतः जल्दी ही इनका मेडिकल सुपरिन्टेन्डेन्ट के पद पर प्रमोशन हो गया।

कार्य क्षेत्र :-

इनके पति का अपना बहुत बड़ा नर्सिंग होम है अतः उसमें भी वह पति की सहायता करतीं, पति के साथ काम करने में इनमें और अधिक दक्षता आ गई और अभ्यास से इन्होंने अपनी क्षमता को और अधिक बढ़ाया । ये पति की सच्चे अर्थों में सहधर्मिणी बनना चाहती थी । हास्पिटल में भी यह एक दिन में 70 से 100 तक रोगियों का निरीक्षण कर लेती किन्तु फिर भी ये थकती नहीं थी । इनके पति भी इनकी क्षमता से प्रभावित थे और इनके मनोबल को बढ़ाते रहते थे । वह इनका बहुत सम्मान करते थे । घरेलू मामलों में हो या व्यावसायिक मामलों में, सबमें इनके पति इनसे सलाह लेते, इन्हें शरीक करते थे । ये भी हर काम पति से पूछकर, पति की सलाह से, उनकी इच्छा से ही करती थी ।

डाक्टरी व्यवसाय : पति की सच्ची सहधर्मिणी बनने का साधन :-

पति यदि किसी कार्यवश बाहर जाते थे जो उनके पीछे सभी रोगियों को श्रीमती 'झ' अपनी ननद जो स्वयं भी चिकित्सक थी, उनकी सहायता से देखतीं । पूरा नर्सिंग होम संभालती थी । अपने बेटे को भी इन्होंने डाक्टरी शिक्षा दी उसे भी वह अपने पति की तरह दक्ष एवं कुशल डाक्टर बनाना चाहती थी । श्रीमती 'झ' के लिए डाक्टरी एक व्यवसाय न होकर पति का हमसाया बनने का साधन था । इनके पति का यश जैसे जैसे फैलता गया, घर आर्थिक रूप से और अधिक सम्पन्न होता गया । इनके बेटे ने भी डाक्टरी पास कर ली । उसका विवाह भी डाक्टर लड़की से हो गया । डाक्टरी इनके पूरे परिवार का व्यवसाय बन गया । अब बेटा भी पिता की सहायता करने लगा । बहु को इन्होंने एम.डी. करने की सलाह दी । जिससे वह भी अपने व्यवसाय में दक्षता प्राप्त कर लें ।

व्यवसाय में निराशा :-

अचानक इनके पति का हार्ट अटैक से देहान्त हो गया । श्रीमती 'झ' के लिए जैसे दुनिया ही

समाप्त हो गई । उनका मन टूट गया । घर से बाहर निकलने की इच्छा ही नहीं होती । उन्होंने नौकरी से दो साल पहले ही रिटायरमेंट ले लिया । अपने आपको इन्होंने अपने कमरे के अन्दर सीमित कर लिया । तीन चार वर्ष का इनका पोता है, उसी को अपने पास सारा दिन रखती है, क्योंकि उसका चेहरा इनके पति से कुछ कुछ मिलता है । नर्सिंग होम के रोगियों को कभी कभी देखने बाहर आती हैं, वह भी इसलिए कि नर्सिंग होम उनके पति द्वारा बड़ी मेहनत से स्थापित किया गया था । अब उनका बेटा बहू व ननद नर्सिंग होम को चलाते हैं ।

जीवन से निराश :-

जब मैं इन्टरव्यू लेने उनके पास गई तो पहले तो वह मिलना ही नहीं चाहती थी । बाद में उनकी बहू के आग्रह पर उन्होंने अन्दर आने दिया । जब हमने उनसे उनके व्यवसाय से सम्बन्धित जानकारी लेनी चाही तो उनकी आँखों में आँसू आ गये । दो चार बात बता कर वह चुप हो गई । उनकी पुत्रवधु ने हमसे अगले दिन आने को कहा । अगले दिन भी वह बहुत आग्रह पर ही कुछ बताने व साक्षात्कार द्वारा प्रश्नावली के प्रश्नों के उत्तर देने को राजी हुई । हमारे प्रश्नों के उन्होंने बहुत सीमित शब्दों में उत्तर दिये । वह जल्दी से जल्दी छुटकारा पाकर अकेले बैठना चाह रही थी । उनके बारे में अधिकांश बातें उनकी पुत्रवधु ने अलग से हमें बताई ।

वैयक्तिक अध्ययन नं. 10

परिचय :- डा० श्रीमती 'न', आयु 50 वर्ष, प्रसूति रोग विशेषज्ञा व सर्जन, 24 वर्ष से डाक्टरी व्यवसाय में कार्यरत, इस समय मेडिकल कालेज में प्रोफेसर व विभागाध्यक्ष ।

पारिवारिक पृष्ठभूमि :-

'न' का जन्म कानपुर के पास एक कस्बे में हुआ । इनके पिता एक जाने माने डाक्टर व सर्जन थे । माता भी हाई स्कूल तक शिक्षित थी । इनके पिता उनके अन्य भाई बहिनों के मुकाबले में उन्हें सबसे अधिक प्यार करते थे । बचपन से ही 'न' चुपचाप अपने पिता को बड़े ध्यान से रोगियों की परीक्षा करते समय, काम करते समय देखा करती थी, और जरूरत पड़ते ही पिता के लिए दौड़कर कभी पानी कभी चाय ले आतीं । जब पिता घर पर न रहते तो कभी उनका स्टेथिस्कोप कान में लगाकर अपनी गुड़िया के रोग की परीक्षा करती, कभी पुड़िया बना कर दवा खिलाती । बेटी की शुरू से ही डाक्टरी में रुचि देखकर उनके पिता ने उसे डाक्टर बनाने का निश्चय किया ।

रुचि का क्षेत्र :-

पढ़ने में 'न' बहुत तेज थीं । वह कक्षा में सदैव प्रथम आती । बी.एस.सी. में अभी उन्होंने दाखला लिया ही था कि पहले प्रयास में ही डाक्टरी परीक्षा में आ गई और आगरा मेडिकल कालेज में उनको भेज दिया गया । उनकी रुचि का क्षेत्र मिलते ही 'न' की प्रतिभा मुखरित हो उठी । वह कक्षा की सर्वश्रेष्ठ छात्रा मानी जाती थी । अपनी मेडिकल शिक्षा के आठ वर्षों के दौरान उन्हें लगभग 100 एवार्ड्स मिल चुके थे एम.एस. करते ही उनकी वहीं नियुक्ति हो गई । थोड़े समय में ही सर्वश्रेष्ठ प्रसूति विशेषज्ञा व सर्जन के रूप में उनकी ख्याति सारे नगर में फैल गई ।

विवाह का निर्णय किन्तु व्यावसायिक व्यस्तता के कारण परिवार की अवहेलना :-

इसी बीच इनका विवाह एक डाक्टर से हुआ जो स्वयं बाल रोग विशेषज्ञ थे । विवाह के बाद इनकी दो बेटियाँ व एक बेटा हुए । परिवार बढ़ जाने पर भी 'न' के डाक्टरी व्यवसाय में कोई व्यवधान नहीं आया । अस्पताल की ड्यूटी के बाद वह घर पर भी मरीजों को देखती थी । घर पर क्लीनिक में उनके यहाँ रोगियों की सतत भीड़ लगी रहती थी । बच्चों की देखभाल के लिए उन्होंने आया रख ली व घरेलू कार्यों को नौकर निपटाता था । इनके पति भी डाक्टर थे, किन्तु 'न' को घर या बच्चों की देखभाल करने का समय नहीं मिलता था, पति के लिए भी वह समय नहीं निकाल पाती थीं, क्योंकि मरीज ही उन्हें नहीं छोड़ते थे ।

कुछ वर्ष आगरा में काम करने के बाद मेरठ मेडिकल कालेज में उनकी नियुक्ति प्रोफेसर व हेड आफ दि डिपार्टमेंट के पद पर हो गई मेरठ मेडिकल कालेज में मुझे वहाँ के कर्मचारियों से पता चला कि आगरा में वह 300, 400 आपरेशन रात दिन में करती थी यद्यपि मुझे यह समाचार एक किवदन्ती सा लगा ।

व्यावसायिक सफलता के उच्चतम शिखर पर :-

इनकी प्रतिभा, इनकी सेवाओं व इनकी दक्षता के लिए इन्हें पद्मश्री मिल चुकी है, वी.सी.राय एवार्ड, इन्दिरा गाँधी प्रियदर्शनी एवार्ड, भी इन्हें मिल चुका है तथा हाल ही में इन्हें महिला रत्न की उपाधि भी प्राप्त हुई है ।

डा० 'न' ने व्यावसायिक सफलता की जिन ऊँचाइयों को छुआ है उस पर महिलाएं तो क्या पुरुष भी बहुत कम संख्या में पहुँच पाते हैं । परन्तु इस व्यावसायिक सफलता को प्राप्त करने के लिए इन्हें अपने पारिवारिक उत्तरदायित्वों के साथ समझौता करना पड़ा है । वे अपने बच्चों की देखभाल में वांछित समय नहीं दे पाई । इसका उन्हें अफसोस है । ये अपने किसी बच्चे को डाक्टरी लाइन में जाने के लिए प्रेरित नहीं कर सकी यद्यपि उन्हें अच्छी शिक्षा देने में उन्होंने कोई कसर नहीं छोड़ी इनकी एक बेटी होटल मैनेजमेंट का कोर्स कर रही है ।

व्यावसायिक व्यस्तता के अतिरिक्त इन्हें प्रायः कॉन्सफ्रेंस में भी देश, विदेश जाना पड़ता है, ये अपने व्यावसायिक संघ की विभिन्न शाखाओं में किसी न किसी पद को सदैव सुशोभित करती हैं । यद्यपि ये इतनी व्यस्त रहती है फिर भी मिलने जुलने वालों से अच्छी तरह मिलती है । परन्तु समय अधिक नहीं दे पाती अत्यन्त संक्षेप में ही ये वार्तालाप करती हैं ।

कुल मिलाकर ये असाधारण रूप से प्रतिभाशाली व्यक्तित्व की महिला हैं ।

वैयक्तिक अध्ययन नं. ॥१॥

परिचय:- श्रीमती 'अ' मुसलमान, आयु 38 वर्ष, एम.ए.एल.टी., एल.एल.बी., 1990 से इलाहाबाद हाई कोर्ट में वकालत कर रही हैं ।

पारिवारिक पृष्ठभूमि :-

'अ' का जन्म एक शिक्षित मुस्लिम परिवार में हुआ । जब इन्होंने एम.ए. पास कर लिया तो इनका विवाह एक मध्यम वर्गीय परिवार में हो गया । इनके पति काफी स्वतंत्र विचारों के थे । 'अ' अध्यापिका बनाना चाहती थी अतः इन्होंने अपने पति से अपनी इच्छा के बारे में कहा । उन्होंने 'अ' को ट्रेनिंग करने की सलाह दी अतः इन्होंने एल.टी. में दाखला ले कर ट्रेनिंग पूरी की । एल.टी. करने के बाद इनकी पहली सन्तान पुत्री का जन्म हुआ । अब वह घरेलू कार्यों में अधिक व्यस्त रहने लगी । तीन वर्ष बाद एक और पुत्री का जन्म हुआ और दो वर्ष बाद तीसरी पुत्री का । बच्चों की देखभाल करने वाला घर में और कोई नहीं था अतः 'अ' ने फिलहाल अध्यापिका बनने की बात स्थगित कर पहले बच्चों के पालन पोषण की ओर ध्यान दिया ।

नौकरी करने का निश्चय :-

जब तीनों बच्चे स्कूल जाने लगे तो 'अ' ने घर की आर्थिक स्थिति में सहायता करने की सोची क्योंकि तीन बेटियों की पढ़ाई इत्यादि के कारण घर का खर्च काफी बढ़ गया था । पति की नौकरी से घर का अच्छी तरह खर्च चलाने में कुछ कठिनाई का अनुभव हुआ । 'अ' ट्रेनिंग प्राप्त तो थी ही, अतः अध्यापिका के पद के लिए इन्होंने कई जगह प्रार्थना पत्र दिये । दूसरे शहरों में वह घर छोड़कर जाने की स्थिति में नहीं थी अतः अपने नगर में ही कोशिश करती रहीं लेकिन नौकरी नहीं मिली, इनको बहुत निराशा हुई । उन्हें लगा कि उनकी सारी पढ़ाई लिखाई, ट्रेनिंग सब व्यर्थ जा रही है, वह सक्षम होते हुए भी घर परिवार की कोई आर्थिक सहायता नहीं कर पा रही है । उन्होंने तलाश जारी रखी अखिर उन्हें एक प्राइवेट जूनियर हाई स्कूल में अध्यापिका का पद प्राप्त हो गया । उन्होंने सोचा कुछ न होने से कुछ भी करना अच्छा है अतः उन्होंने उसे ही स्वीकार कर लिया । माह पूरा होने पर जब वेतन मिलने का दिन आया तो उन्हें अत्यन्त आश्चर्य हुआ कि वेतन रजिस्टर पर जितनी धनराशि पर उन्होंने दस्तखत किये उससे बहुत कम उन्हें दिए गए । 'अ' को यह सरासर धोखा व अन्याय प्रतीत हुआ परन्तु जब उन्हें पता चला कि वर्षों से यहाँ सबके साथ ऐसा ही होता आया है । वह अकेली व्यवस्था के विरुद्ध कुछ कर पाने में अपने को असमर्थ पा रही थी, परन्तु अन्याय सहन करते हुए इस व्यवस्था का अंग बने रहना उन्होंने स्वीकार नहीं किया और नौकरी से त्याग पत्र दे दिया ।

परिवार में आर्थिक संकट :

नौकरी छोड़ने के पश्चात् 'अ' को फिर निराशा व चिन्ता ने घेर लिया । घर का खर्च बढ़ता जा रहा था, आर्थिक संकट जब तब उनके दाम्पत्य जीवन में कड़वाहट पैदा करने लगा । पति अक्सर झल्लाहट निकालने का बहाना ढूँडते रहते । कभी बच्चों को डाँटते कभी उन पर गुस्सा उतारते । श्रीमती 'अ' कारण समझती थी अतः वह चुप रहती और झगड़ा बढ़ने से रूक जाता । 'अ' सारा दिन सोचती रहती

कि वह किस तरह से परिवार की शान्ति वापिस लाये, किसी तरह से अपने आपको आर्थिक रूप से उपयोगी बनायें। नौकरी से उन्हें अत्यन्त निराशा हो चुकी थी। स्त्री होने के नाते बिजनेस की बात वह सोच नहीं पाती थी, फिर उसके लिए पूँजी की भी आवश्यकता होती है। अतः बिजनेस का सवाल ही पैदा नहीं होता था। वह तो कोई ऐसा व्यवसाय ही कर सकती थी जिसमें उनकी उच्च शिक्षा का उपयोग हो सके।

वकालत की प्रेरणा :-

'अ' की एक सहेली जिला कचहरी में मुन्सिफ जज थी। उन्होंने इन्हें वकालत पढ़ने की और प्रैक्टिस करने की सलाह दी। साथ ही उन्होंने यह भी बताया कि जिला कचहरी का वातावरण तो महिलाओं के वकालत करने के लिए उपयुक्त नहीं है; यहाँ केवल पाँच सात महिलाएँ हैं वह भी परेशान हैं। हाईकोर्ट में लगभग 50, 60 महिलायें प्रैक्टिस कर रही हैं और वहाँ का वातावरण भी अपेक्षाकृत अनुकूल है अतः वह वहाँ अपनी किस्मत आजमा सकती है। 'अ' को भी यह बात पसन्द आ गई अतः उन्होंने वकालत पढ़ना शुरू किया। एल.एल.बी. करते ही उन्होंने पूरे आत्मविश्वास के साथ और पक्के इरादे के साथ कि इसमें तो सफल होना ही है वरना और कोई धन अर्जित करने का रास्ता उनके पास नहीं था, यह सोचकर उन्होंने वकालत शुरू की।

वकालत में कठिनाइयाँ :-

अभी इन्हें वकालत करते हुए ढाई-तीन वर्ष ही हुए हैं। उन्होंने बताया कि 8 से 10 घण्टे काम, कानून की पुस्तकों का अध्ययन इसके बिना वकालत चलाना असंभव है। घरेलू जिम्मेदारियों के साथ तो और भी मुश्किल हो जाता है। इनकी माँ विधवा है और वह अकेली रहती है अतः सहायता के लिए इन्होंने अपनी माँ को अपने पास रख लिया है। वह बच्चों की देखभाल करती हैं।

इन्टरव्यू के दौरान 'अ' ने बताया कि वकालत करने के लिए भी बिजनेस की भाँति पहले कुछ धन लगाने की आवश्यकता होती है। दफ्तर बनाना पड़ता है। कानून की पुस्तकें काफी संख्या में खरीदनी होती हैं फर्नीचर की भी आवश्यकता पड़ती है बिना निजी दफ्तर व लाइब्रेरी के मुवक्किलों को इम्प्रेस नहीं किया जा सकता। जब तक वकील इन सब पर खर्च न करे तो वकालत जमाना मुश्किल होता है। यह सब जुटाने में अभी वह सफल नहीं हुई है। वह अभी घर पर दफ्तर नहीं बना पाई है, अपने बैठने के कमरे में ही उन्होंने एक आलमारी में कुछ पुस्तकें रख ली हैं। यदि घर पर कभी मुवक्किल मिलने आते हैं तो वह उनसे बैठने के कमरे में ही बातचीत करती हैं।

शुरू शुरू में क्लायन्ट मिलने में भी बहुत कठिनाई होती है, स्त्री फिर वह भी मुसलमान, जो पर्दानशीन होने के लिए मशहूर हैं, उन पर तो लोगों का वैसे भी विश्वास बहुत मुश्किल से बैठता है। उनकी मित्र की जान पहचान से शुरू-शुरू में कुछ केस उनके पास आने शुरू हुए, उनके काम को उन्होंने इबादत समझकर बहुत निष्ठा से किया, कामयाबी भी हासिल हुई, अतः उन्हें विश्वास होता जा रहा है कि वह वकालत में अपने को जमा पायेंगी।

वकालत में स्त्रियों के लिए कम्पीटीशन बहुत दफ़ है ऐसा 'अ' का कहना है । हाई कोर्ट में हजारों की संख्या में पुरुष वकील हैं, उनमें से काफी पुराने व जानी मानी हस्तियाँ हैं । नए वकील भी किसी न किसी पुख्ता सहारे के साथ इस व्यवसाय में आते हैं । महिलाओं के पास यदि इस प्रकार का आधार हो तो उन्हें कामयाबी मिलनी आसान होती है, लेकिन हमारे जैसे बिना आधार वाली महिलाओं के लिए तो यह बहुत जबरदस्त चुनौती है । यहाँ मुवक्किलों को छीनने बहकाने, दलाली इत्यादि गलत साधनों के द्वारा भी कैसेज हासिल किये जाते हैं । महिलाएं इस प्रकार के कामों को नहीं करती हैं, अतः उन्हें उल्टा इनके परिणामों का शिकार होना पड़ता है, उनके मुवक्किल बहकाए जाते हैं ।

ऐसे व्यवसायों में कार्यरत महिलाओं को समाज भी शक की नजर से देखता है, उन्हें घमंडी व स्वच्छंद विचारों वाला समझा जाता है । कभी-2 परिवार वालों के साथ भी गलतफ़हमी हो जाती है । महिलाओं के लिए दोनों में सामंजस्य स्थापित करने के लिए बहुत धैर्य, समझदारी और मानसिक संतुलन की आवश्यकता होती है । कोई कुछ भी समझे, स्त्री को अपने आत्म सम्मान और अन्याय के साथ कभी समझौता नहीं करना चाहिए अन्यथा वह अपनी नजरों में भी गिर जाएगी और समाज भी उसको पर्याप्त सम्मान नहीं देगा ।

'अ' का विश्वास है कि यदि स्त्री पूर्णरूप से शिक्षित हो, अपनी नैतिकता, ईमानदारी , लगन व निष्ठा को बरकरार रखते हुए परिश्रम से न घबराएं तो वह जरूर अपने मकसद में कामयाब होगी ।

वैयक्तिक अध्ययन नं. 112

परिचय :- श्रीमती 'ब', आयु 56 वर्ष, बी.ए., एल.एल.बी. वर्ष 1970 से मेरठ की कचहरी में वकालत कर रही हैं।

पारिवारिक पृष्ठभूमि व-शिक्षा दीक्षा :-

श्रीमती 'ब' का जन्म परम्परागत ब्राह्मण परिवार में हुआ। जब इन्होंने हाई स्कूल पास कर लिया तो एक वर्ष बाद यानी 16 वर्ष की आयु में इनका विवाह कर दिया गया। विवाह के समय इनके पति वकालत पढ़ रहे थे। वकालत पास करने के बाद उन्होंने प्रैक्टिस शुरू कर दी। विवाह के पश्चात 10 वर्ष के अन्दर 'ब' के पाँच सन्ताने- चार पुत्रियाँ एक पुत्र हुआ। ये सारा दिन घरेलू कामों में व्यस्त रहती। परन्तु इनके पति काफी स्वतंत्र व आधुनिक विचारों के थे। वे स्त्री की उच्च शिक्षा के पक्ष धर थे। उन्होंने 'ब' का समझाया कि घरेलू कार्यों में सहायता के लिए एक नौकर रख लिया जाए और तुम पढ़ना शुरू कर दो। पाँच बच्चों के साथ 'ब' को पढ़ने का विचार असंभव सा लगा किन्तु पति की तीव्र इच्छा व प्रेरणा से 'ब' ने प्राइवेट बारहवी की परीक्षा दी वह पास हो गई तो उनका भी उत्साह बढ़ गया और इस प्रकार उन्होंने बी.ए. पास कर लिया। अब उनके पति ने उनसे वकालत में मदद करने को कहा क्योंकि उनके पति की वकालत काफी अच्छी चलती थी काम काफी था।

व्यवसाय में प्रवेश :-

पति की वकालत में घर पर दफ्तर में सहायता करते हुए पति की सलाह पर 'ब' ने वकालत पढ़ने की भी तैयारी शुरू कर दी। इस प्रकार ये भी वकील हो गई और धीरे धीरे पति के साथ कचहरी जाने लगी। कचहरी का वातावरण 'ब' को प्रारम्भ में बड़ा अवांछित लगा, परन्तु क्योंकि पति साथ रहते थे उनका कचहरी में काफी प्रभाव था अतः इनको आदरपूर्ण व्यवहारमिला और ये धीरे धीरे केसेस में बहस भी करने लगी।

व्यवसाय में प्रगति व समृद्धि :-

श्रीमती 'ब' और उनके पति मिलकर खूब अच्छी प्रैक्टिस चलाने लगे। घर में अधिक खुशहाली आ गई। बच्चों को अच्छी शिक्षा मिलने लगी। घर का स्टैण्डर्ड भी पहले की अपेक्षा अच्छा हो गया। 'ब' के पति अब अपने परिवार वालों की आर्थिक सहायता भी करते। अब 'ब' की भी वकालत में काफी रूचि पैदा हो गई। वह अपने पति की भाँति बहुत परिश्रम व निष्ठा से केसेज तैयार करने लगीं। परिवार के कार्यों से जितना समय मिलता, सब कानून के अध्ययन व केसेज तैयार करने में लगाती कचहरी में भी उनका आदर बढ़ने लगा। उनके पति 'ब' की लगन से अत्यन्त प्रसन्न थे और उन्हें लगातार उत्साहित करते रहते।

पारिवारिक जीवन में अनायास संकट :-

अभी 'ब' और उनके पति को एक साथ वकालत करते हुए केवल पांच वर्ष ही हुए थे कि इनके पति का हृदय गति बन्द होने से अचानक देहान्त हो गया। 'ब' पर अचानक बज्रपात हो गया।

बच्चे सभी अभी छोटे थे। बेटा सबसे छोटा था चारों पुत्रियाँ बड़ी थी। बड़ी पुत्री विवाह योग्य होने की थी। 'ब' आवाक रह गयी। वह रोना भी भूल गयीं। उनकी स्थिति विक्षिप्त जैसी हो गई। एक महीना इसी स्थिति में बीता। 'ब' के परिवार वालों ने उन्हें हिम्मत से काम लेने को कहा, अपने को संभालने व बच्चों का ध्यान करने को कहा। बच्चों की ओर देखकर 'ब' फिर व्यवहारिक संसार में लौटी। वकालत एक महीने से बन्द थी। दफ्तर व पुस्तकों पर धूल जम चुकी थी। आफिस में बैठती तो पति का ध्यान आ जाता उन्हें लगा कि शायद उनके पति पहले से जानते थे कि उनकी आयु अल्प है। इसीलिए उन्होंने मुझे पढ़ाया, वकालत में अपने साथ लगाया कि बाद में वही व्यवसाय को संभालेगी, चलायगी उन्हें लगा कि उनके पति उनसे वकालत को फिर से संभालने, उसे बढ़ाने का संकेत कर रहे हैं। अतः उन्होंने फिर से साहस बटोरा, पुस्तकों की धूल झाड़ी फालें खोली और पति की आज्ञा समझकर फिर से वकालत में जुट गई। उन्हें पति के अधूरे काम को पूरा करना था, चार बेटियों का विवाह करना था बेटे को वकील बना कर पिता की विरासत सौंपनी थी। रोने के लिए उनके पास समय ही नहीं था। 'ब' ने यह सब काम किये, और बहुत कुशलता पूर्वक किये।

पुनः स्थापना :-

आज 'ब' अपने बेटे के साथ कचहरी में काम करती हैं। बेटा सब छोटे मोटे केसेज को देखता है, ये केवल महत्वपूर्ण केसेज में ही जाती हैं। कचहरी में पूरा समय व्यतीत करती है, बेटे को काम सिखाती रहती है। घर पर भी सुबह शाम कम से कम तीन तीन घण्टे आफिस में क्लाइन्ट्स से मिलती है कसेज तैयार करती है। घर का काम उनकी बहु संभालती है।

'ब' का कहना है कि कचहरी में टिकने के लिए अब भी उन्हें व उनके बेटे को 12 घंटे काम करना पड़ता है। दो व्यक्ति हों तो सुविधा रहती है। महिला और वह भी अकेली तो उसके लिए यह कठिन कार्य है। महिला चाहे सीनियर भी हो उनका आदर तो सब करते हैं, लेकिन उनके अन्डर जूनियर वकील बनकर काम सीखना व करना कचहरी में कोई नहीं चाहता। इसलिए पति की मृत्यु के बाद तथा बेटे के वकालत पास करने के बीच का समय 'ब' के लिए कठिनाइयों से भरा था। जो क्लाइन्ट पति पर अधिक विश्वास करते थे, वह 'ब' से केसेज करवाने से कतराने लगे। क्लाइन्ट का आना भी काफी कम हो गया। एक तरह से पति की मृत्यु के बाद 'ब' को अपने को पुनः स्थापित करना पड़ा।

महिलाओं के लिए व्यवसाय की उपयुक्तता :-

महिला एडवोकेट्स के साथ साथी वकीलों की प्रतिक्रिया अलग अलग होती है। कुछ तो महिला होने के नाते आदरपूर्ण व्यवहार करते हैं। किन्तु कुछ तो क्लाइन्ट को छीनने व बहकाने की भी कोशिश करते हैं। किन्तु जज का व्यवहार अच्छा होता है वह महिला वकीलों को प्रोत्साहित करते हैं फिर महिलाओं के अपने व्यवहार, कार्यपद्धति, वेशभूषा, आत्म विश्वास इन सब बातों पर भी पुरुष साथियों की प्रतिक्रिया व व्यवहार निर्भर करता है। कुल मिलाकर महिलाओं को इस व्यवसाय में तलवार की धार पर चलना पड़ता है। आत्म विश्वास और स्वयं अपने सम्मान के साथ समझौता न करने का निश्चय इसी के बल पर महिला वकील कचहरी में टिक सकती है। मुवकिलों का विश्वास शुरू में मुश्किल से जमता है किन्तु जम जाने के बाद वह पूरा भरोसा करते हैं।

व्यवसाय के सम्बन्ध में अकांक्षाएं :-

इस व्यवसाय में रहते हुए उनकी क्या अकांक्षा है, इस सम्बन्ध में पूछने पर उन्होंने बताया कि वह अपने बेटे को अपने पिता से भी अधिक कामयाब वकील बनाना चाहती है । ताकि वह अधिक धन और शोहरत दोनों हासिल कर सके । जिन्दगी के किसी मोड़ पर क्या मुसीबत आ जाए नहीं कहा जा सकता । उस समय धन ही सब समस्याओं के समाधान में सहायक होता है । अतः आर्थिक उपलब्धि आज के युग में बहुत जरूरी है । किन्तु इसके लिए अधिक परिश्रम व क्षमता व निष्ठा से काम करना जरूरी है । धन कमाने व उसे टिका कर रखने के लिए इमानदारी की वकालत अच्छा साधन है । गलत तरीकों से कमाया गया धन जिस प्रकार आता है उसी प्रकार चला भी जाता है ऐसा उनका विश्वास है ।

कानून व्यवसाय की प्रतिष्ठा बहुत गिरने व वकीलों को जेबकतरों की संज्ञा मिलने का यही कारण है कि आज कल धन कमाने के लिए वकालत की गरिमा को ताक पर उठा कर रख दिया गया है, इसी वजह से जो सचमुच निष्ठावान वकील है वह भी बदनाम हो रहे हैं ।

महिलाओं के लिए कुछ संदेश देने के लिए जब मैंने उनसे कहा तो उन्होंने बताया कि महिलाओं के लिए सम्मानपूर्ण जीवन व्यतीत करने के लिए शिक्षा व आर्थिक स्वतंत्रता दोनों ही अति आवश्यक है । घर परिवार को चलाते हुए भी अपने व्यवसाय को कम महत्व न दे, उसे जीवन का अंग समझें और उस पर भी पूरा ध्यान दें । पारिवारिक जिम्मेदारियों की आड़ लेकर अपने कर्तव्य से गाफिल न हों ।

वैयक्तिक अध्ययन नं. [13]

परिचय :- कु0 'स', आयु 36 वर्ष, बी.एस.सी., एल.एल.बी. 1975 में मेरठ की कचहरी में क्कालत कर रही हैं ।

पारिवारिक पृष्ठभूमि :-

'स' का जन्म एक शिक्षित वैश्य परिवार में हुआ । इनके पिता एक ख्याति प्राप्त डाक्टर थे, परिवार की आर्थिक स्थिति काफी अच्छी थी । इनके एक बड़ा भाई एवं एक छोटी बहन हैं । 'स' भी अपने पिता की भाँति डाक्टर बनना चाहती थी अतः उन्होंने हाई स्कूल से ही विज्ञान विषय लेकर पढ़ना शुरू किया और बी.एस.सी. कर लिया । शुरू से ही इनको चुनौतीपूर्ण जीवन पसन्द रहा है । बाल्यकाल से ही वे अपने विद्यालय में होने वाली किसी भी प्रतियोगिता में भाग लिये बिना न रहतीं, चाहे वह खेल कूद प्रतियोगिता हो या भाषण प्रतियोगिता या वाद विवाद । 'स' के भाग लिए बिना जैसे वह अपूर्ण थी । वाद विवाद प्रतियोगिता में उनकी विशेष रुचि थी । इस प्रतियोगिता के लिए वह स्वयं सामग्री एकत्रित करती और घंटों उसे संवार कर अकेले बोल बोल कर अभ्यास करतीं । उनकी जोरदार दलीले, आवाज का उतार चढ़ाव व बोलने का अन्दाज प्रतियोगिता के निर्णायकों की कलम से अनायास ही उन्हें सबसे अधिक नम्बर दिलाने में कामयाब होता । और श्रोताओं को तालियाँ बजाने के लिए उत्साहित करते। 'स' के पिता अत्यन्त सुलझे हुए व स्वतन्त्र और आधुनिक विचारों के व्यक्ति थे । वे इनकी प्रतिभा से अत्यन्त प्रसन्न थे और उसे सदैव प्रोत्साहित करते रहते थे ।

रुचि का क्षेत्र :-

यद्यपि 'स' ने विज्ञान विषय लेकर पढ़ाई इसलिए शुरू की थी कि वे यदि पी.एम.टी. में आ गई तो डाक्टर बनेंगी अन्यथा विज्ञान की प्रवक्ता किन्तु इनका वाक्चार्तुय, इनकी जिरह करने की क्षमता व स्कूल कालेज में वाद विवाद प्रतियोगिताओं में इनकी सफलता देखकर इनके पिता ने 'स' को क्कालत पढ़कर वकील बनने की सलाह दी । और 'स' को भी इस चुनौतीपूर्ण व्यवसाय में जाने की बात भा गई । इस प्रकार 'स' की रुचि का क्षेत्र अचानक बदल गया । अब वह डाक्टर या अध्यापक बनने के विचार को त्यागकर वकील बनने के सपने देखने लगी । बी.एस.सी. करके 'स' ने एल.एल.बी. कर लिया और बिना किसी सीनियर वकील के अंडर में कुछ अनुभव प्राप्त किये, स्वतंत्र रूप से अलग क्कालत करने का निश्चय किया ।

पिता की सहायता व प्रभाव से 'स' को कचहरी में एक छोटा कमरा भी बैठने के लिए मिल गया और इन्होंने अपने नाम का बोर्ड बहुत आत्मविश्वास से लगा लिया । घर पर भी जगह की कमी नहीं थी अतः इन्हें घर का एक बाहरी कमरा अपना दफ्तर बनाने के लिए उपलब्ध हो गया । पिता ने 'स' को कानून की पुस्तकें खरीदने के लिए भी काफी आर्थिक सहायता दी । इस प्रकार 'स' ने घर पर अपनी एक छोटी सी लाइब्रेरी भी बना ली । पूरे जोशो खरोश से 'स' ने क्कालत की तैयारी शुरू कर दी।

व्यवसाय में संघर्ष :-

अकेली लड़की वह भी 22, 23 वर्ष की, काला कोट पहन कर जब कचहरी में बैठने लगी तो

वकीलों से लेकर मुवक्किलों व कर्मचारियों की नजरे अलग अलग ढंग से उन्हें घूरने लगी । कुछ की निगाहों में आश्चर्य व उत्सुकता थी, तो कुछ पुरुष वकीलों की निगाहों में व्यंग्य भरा हुआ था तो कुछ बुजुर्ग वकीलों की निगाहों में स्नेह व ममता थी । उन्होंने सद्भावना के नाते 'स' को समझाया कि बेटी कचहरी भले घर की लड़कियों के काम करने की जगह नहीं है । उसने उनकी सलाह आदरपूर्वक सुनी लेकिन अपने निश्चय पर अडिग रही । कुछ दिन तक 'स' कचहरी आती, श्रोताओं की बेंच पर बैठकर जाने माने वकीलों की बहस सुनती, जब तक कचहरी चलती रहती वह अपने कमरे में बैठी रहती और पाँच बजे घर चली जाती । घर जाकर चाय इत्यादि पीकर वह कानून की पुस्तकों के अध्ययन में डूब जाती । आठ आठ घंटों वह एक दिन में पढ़ती और आठ घंटे ही कचहरी में बैठती । वह लगभग 16 घंटे रोज व्यवसाय में लगाती । दो तीन महीने उन्हें कचहरी में इस प्रकार खाली आना जाना पड़ा । फिर उनके पिता के परिचित लोगों में से दो चार लोग अपने मुकदमें लेकर उनके पास आये । 'स' ने सोचा कि प्रथम अवसर को ही अपनी सफलता का आधार बनाना होगा । अतः उन्होंने उन केसेज को दायर करने की जल्दी नहीं की । उन्हें पहले हर बिन्दु पर आँका और जो कमजोर केसेज थे वापिस कर दिये । दो केस उन्होंने ले लिये और उनकी तैयारी में उन्होंने दिन रात एक कर दिया । जब वह अपनी फाइल लेकर बिना मुन्शी के क्योंकि अभी उन्होंने मुन्शी नहीं रक्खा था इजलास में गई तो, साथी वकीलों के चेहरे पर मन ही मन मुस्कराने के भाव उन्होंने स्पष्ट पढ़ लिये , इससे वे नर्बस नहीं हुई बल्कि उनमें आत्मविश्वास और भी बढ़ गया । और पूरे कान्फिडेंस से उन्होंने अपना पक्ष जज के सामने प्रस्तुत किया । इनके केस को पेश करने के तरीके, अपने पक्ष के प्वाइन्ट को स्पष्ट करने के तरीके से जज भी प्रभावित हुए बिना नहीं रह सका । केस के बाद उन्होंने प्रशंसाभरी निगाहों से उन्हें देखा और मन ही मन साधुवाद दिया । दो चार साथी वकील जो खडे थे उनके मुँह छोटे हो गये । एक दो की नजरों में उन्हें मित्रतापूर्ण भाव भी नजर आया । इस प्रकार 'स' ने 23 वर्ष की अल्प आयु में अपने आप को कचहरी में महिला वकील की हैसियत से प्रतिष्ठित कर लिया ।

व्यवसाय में तरक्की व समृद्धि:-

अब 'स' को अपने व्यवसाय को चलाने के लिए पिता की सहायता या परिचय के प्रभाव की आवश्यकता नहीं थी बल्कि उनका प्रोत्साहन ही उनके लिए पर्याप्त था । उनकी लगन, निष्ठा, ईमानदारी , धैर्य और अधिक परिश्रम करने की क्षमता क्लाइन्ट को खुद खींच लाने में कामयाब हुई । अब 'स' के कमरे में मुवक्किलों की संख्या बढ़ने लगी, उनकी व्यस्तता भी बढ़ गयी । कभी कभी कचहरी में ही सात बज जाते । उनके माता पिता को चिन्ता हो जाती । भाई कचहरी देखने पहुँच जाता और 'स' को घर जाने की सुध लौट आती । इनका कमरा अब छोटा पड़ने लगा उन्हें और कुर्सियों की आवश्यकता महसूस होने लगी । कचहरी में साथी वकीलों का सहयोग और मित्रता भी हासिल होने लगी । 'स' ने कचहरी में बड़ा कमरा ले लिया ।

जब मैं उनसे इन्टरव्यू लेने कचहरी पहुँची तो उनका कमरा मुवक्किलों से भरा हुआ था । मुझे अन्दर आता देखकर कुर्सियों की ओर निगाह करके उन्होंने सारी कहते हुए मेरी तरफ देखा कि आपको कुछ देर खड़े रहने में तकलीफ होगी अभी लंच टाइम हुआ आता है, सीट्स खाली हो जायेगी । इतने में ही एक कम उम्र के क्लाइन्ट ने मेरे लिए बेंच पर कुछ जगह खाली कर दी । मैंने बैठते हुए उनसे कहा यह सारी की बात नहीं है । मुझे तो बैठने की जगह न मिलने की खुशी है कि महिला वकील के

चेम्बर में क्लाइन्ट की इतनी भीड़ लगी है, कि तिल रखने की जगह नहीं। मेरे जवाब पर वह मुस्कराने लगी। लन्च टाइम में भी क्लाइन्ट उठने को तैयार नहीं थे। मेरी वजह से उन्हें जाना पड़ा। उस समय 'स' के पास दो महिला जूनियर व एक लड़का जूनियर भी जो उनके अन्डर में काम सीख रहे थे वह भी बैठे हुए थे।

महिलाओं के लिए वकालत व्यवसाय की उपयुक्तता के सम्बन्ध में विचार :-

मेरे यह पूछने पर कि महिलाओं के लिए वकालत उपयुक्त व्यवसाय है ? इस बारे में आप की क्या राय है। मेरे ये कहते ही उन्होंने तपाक से उत्तर दिया कि वकालत करना तो मेन्टल एक्सरसाइज है और बुद्धि के पूरे पूरे उपयोग से इसका सम्बन्ध है। अतः इसमें महिला या पुरुष होने की क्या बात है, महिलाओं में पुरुषों से कम बुद्धि तो नहीं होती ? फिर इसमें परिश्रम अन्य व्यवसायों की अपेक्षा अधिक करना पड़ता है, महिलाएं तो पुरुषों से अधिक परिश्रमी होती हैं क्योंकि वह घर को भी देखती हैं, और व्यवसाय भी चलाती हैं। इसमें धैर्य की अधिक आवश्यकता होती है, स्त्री की तुलना तो पृथ्वी से की गई है अतः मेरे विचार में तो अधिक से अधिक महिलाओं को इस व्यवसाय में आना चाहिए। हाँ यह चुनौतीपूर्ण जरूर है क्योंकि अब तक इस व्यवसाय में पुरुषों का वर्चस्व रहता आया है, महिलाओं को तो इस व्यवसाय में लोग चिड़ियाघर के अद्भुत जानवर की तरह आश्चर्य से देखते हैं। और महिलाओं को यह चुनौती स्वीकार करनी चाहिए।

गिरती प्रतिष्ठा के सम्बन्ध में टिप्पणी :-

जब मैंने उनसे वकालत व्यवसाय की गिरती प्रतिष्ठा और नैतिकता के हास और उसमें महिलाओं की भूमिका के बारे में पूछा तो उन्होंने कहा कि निःसंदेह आज के वकील के पास लोर जाते ही घबराते हैं कि वह जेब काट लेगा। परन्तु सबके साथ वह बात नहीं लागू होती। जिन्हें अपनी लियाकत पर भरोसा नहीं है वह ऐसा करते हैं। जो निष्ठा और ईमानदारी से काम करते हैं, लक्ष्मी की परवाह नहीं करते लक्ष्मी उसी के पास दौड़ कर आती है। महिलाओं के द्वारा ठगे जाने का अभी लोगों को डर नहीं है, अतः महिलाओं के इस व्यवसाय में अधिक से अधिक आने पर इस व्यवसाय की खोई हुई प्रतिष्ठा पुनर्स्थापित की जा सकती है।

36, 37 वर्ष की आयु तक अविवाहित होने के कारण मैंने विवाह के बारे में उनसे पूछा तो उन्होंने कहा कि वकालत की व्यस्तता के कारण अभी इस प्रश्न पर गंभीरता से सोचने की फुर्सत ही नहीं मिली। फिर मैं अपनी माँ, भाई, भाभी, उनके बच्चों के बीच रहती हूँ अतः एकाकीपन महसूस न होने के कारण और भी इस ओर नहीं सोचा। वैसे व्यवसाय में कामयाब महिलाओं को लोग घमंडी और स्वच्छंद विचारों वाला मानते हैं इसलिए इस तरह के प्रस्ताव रखने से लोग घबराते भी हैं। हंसकर उन्होंने यह बात भी जड़ दी। 'स' जी का अपने मुक्किलों व जूनियर्स के बीच रूतबा देखकर उनकी स्पष्टवादिता, हाजिरजबाबी सब को देखकर लगा कि वह पैदायशी वकील है। महिला गरिमा को सुरक्षित रखते हुए भी उन्होंने इस व्यवसाय की ऊँचाइयों को छू लिया है, जज भी उनकी इज्जत करते हैं।

वैयक्तिक अध्ययन नं. [14]

परिचय:- सुश्री 'श', आयु 35 वर्ष, बी.एस.सी., एल.एल.बी., सन् 1982 से मेरठ की कचहरी में वकालत कर रही है।

पारिवारिक पृष्ठभूमि :-

'श' का जन्म एक साधारण निम्न मध्यवर्गीय ब्राह्मण परिवार में हुआ। घर की आर्थिक स्थिति अधिक अच्छी न होते हुए भी इनके माता पिता ने अपने दो लड़कों व -श' को अच्छी शिक्षा दी। 'श' ने बी.एस.सी. पास करने के बाद लॉ किया। ये वकील बनना चाहती थी। ला करने के बाद इन्होंने एडवोकेट बनने के लिए अपना रजिस्ट्रेशन करवा लिया इसी बीच इनके पिता बीमार रहने लगे अतः वह अपने सामने अपनी एकमात्र पुत्री का विवाह करना चाहते थे। जल्दी में वर की तलाश की गई। लड़का नौकरी करता था, पढ़ा लिखा था अतः वर के पिता ने दहेज की मांग की। 'श' के पिता की जितनी जमापूँजी थी और माँ के पास अपना जितना जेवर था उन सबको मिलाकर दहेज व विवाह की तैयारी की गई और इस प्रकार विवाह सम्पन्न हो गया।

विवाह के पश्चात जब 'श' ससुराल आई तो कुछ दिन बाद ही इनकी ससुर व ननद इन्हें कम दहेज के लिए ताने देने लगे। जब उन्होंने पति से इस बात की शिकायत की तो उन्होंने इनकी बात पर विशेष ध्यान नहीं दिया। इनको घर का सारा काम खुद करना पड़ता, सांस ननद किसी प्रकार की सहायता न करतीं। उनका व्यवहार भी 'श' के प्रति अच्छा नहीं था। पति भी इनके प्रति सहृदय नहीं थे अतः 'श' को घर में घुटन महसूस होने लगी।

व्यवसाय का निश्चय :-

इस घुटन भरे वातावरण से कुछ समय दूर जाने के लिए और आर्थिक रूप से स्वतंत्र होने के लिए 'श' ने वकालत शुरू करने का निश्चय किया और अपने पति को बताया। पति ने भी धन के लालच में इन्हें उत्साहित किया और इस प्रकार 'श' ने वकालत शुरू की।

व्यवसाय में संघर्ष :-

'श' ने प्रारम्भिक दो वर्षों में बहुत संघर्ष किया, उन्हें कचहरी में बैठने के लिए स्थान मिलने के लिए भी बहुत संघर्ष करना पड़ा बहुत कोशिश के बाद एक साथी वकील ने उन्हें अपने चेम्बर में ही एक ओर सीट लगाने की इजाजत दे दी। शुरू शुरू में महिला वकील पर क्लाइन्ट्स का विश्वास जमाना भी मुश्किल था अतः क्लाइन्ट्स मिलने में भी बहुत कठिनाई हुई, बिना किसी बैक ग्राउन्ड के तथा बिना अधिक सामाजिक परिचय के एक महिला के लिए वकालत चलाना अत्यन्त जोखिम भरा कार्य है ऐसा 'श' को महसूस हुआ लेकिन उन्होंने हिम्मत नहीं हारी। शुरू शुरू में जो भी दो तीन केस मिले उनमें उन्होंने जो तोड़ कोशिश की, परिणाम भी अच्छा निकला परन्तु संघर्ष बहुत लम्बा था।

व्यवसाय में कठिनाइयाँ :-

'श' को परिवार वालों से भी कोई सहयोग न मिलता। सुबह उन्हें घर का सारा काम निपटा कर कचहरी जाना होता और जाकर भी सारा काम उन्हें करना होता। देर रात तक जागकर उन्हें केस की तैयारी करनी पड़ती। और इतनी कठिनाई से अर्जित किया गया धन सारा पति ले लेते क्योंकि 'श' दहेज कम लेकर आई थी। विवाह के चार पाँच वर्ष हो गये थे, अभी 'श' के कोई सन्तान नहीं हुई थी, पति व परिवार वालों का व्यवहार भी अच्छा नहीं था अतः वह परिवार में भी अपने आपको अकेली व अनाथ महसूस करती थी। घरेलू तनाव के कारण वकालत में भी पूरी तरह मन नहीं लगा पाती थी। इतना खटने के बाद अपने कमाये पैसे पर भी अपना अधिकार नहीं था। उधर इस बीच बीमार पिता की मृत्यु हो गई थी। दोनों भाई अपने अपने परिवार को लेकर पहले ही अलग रहने लगे थे। पिता की मृत्यु के बाद विधवा माँ अकेली पड़ गई। 'श' कुछ दिन के लिए माँ के पास रहना चाहती थी किन्तु घर का काम कौन करेगा इसलिए सास ने नहीं रहने दिया।

सम्बन्धियों का असहयोग :-

पति का दबाव भी दिन प्रतिदिन बढ़ता गया। 'श' को प्रत्येक कार्य पति की मर्जी के मुताबिक ही करना पड़ता परिवार सम्बन्धी सभी निर्णय पति स्वयं करते, इनकी किसी बात में राय नहीं ली जाती। उसे केवल घरेलू कार्य निपटाने और वकालत में परिश्रम करके पैसा कमाने मात्र का अधिकार था। धीरे-धीरे यह स्थिति इन के धैर्य की सीमा पार कर गई और 'श' एक दिन कचहरी से सीधे माँ के घर चली गई। पति दो तीन बार बुलाने आये और डॉट डपट कर घर चलने को कहा लेकिन उनके व्यवहार में कोई अन्तर नहीं आया अतः 'श' ने कभी घर वापिस न जाने का और तलाक लेने का फैसला अपने पति को सुना दिया।

समाज से अपमान :

तलाक के पश्चात् 'श' को कुछ दिनों तक पड़ोस, कचहरी मित्रों सभी की हिकारत भरी निगाहों को सहना पड़ा। यदा कदा अपमान के घूंट भी पीने पड़ते। इन सब के बावजूद 'श' ने एकनिष्ठ होकर वकालत में मन लगाने की चेष्टा की। धीरे-धीरे 'श' के काम पर मुवक्किलों का विश्वास जमने लगा और वे बहुत कठिनाई से अपना व अपनी माँ का खर्चा चलाने में समर्थ हुई। धीरे-धीरे 'श' ने अपने घर पर अपना दफ्तर और छोटी सी लाइब्रेरी भी बना ली। अब वह घर पर भी क्लाइन्ट्स से मिलने लगी।

'श' की राय में स्त्री का जीवन चाहे घर पर हो या व्यवसाय में संघर्ष व कष्टों से भरा हुआ है। बिना किसी आधार या सहायता के ये संघर्ष और भी बढ़ जाता है, परन्तु फिर भी यदि निश्चय पक्का हो तो स्त्री आखिरकार संघर्ष पर विजय प्राप्त कर लेती है।

पुरुषों के साथ काम करने में उन्हें कुछ कठिनाई होती है, यह पूछने पर उन्होंने तत्काल उत्तर दिया कि यह पुरुष प्रधान समाज है, यहाँ स्त्री के साथ हर कदम पर पक्षपात पूर्ण व्यवहार होता है। जिस कार्य को करने के लिए पुरुष को विशेष योग्यता की आवश्यकता नहीं होती उसी

कार्य के लिए स्त्री से बहुत अधिक योग्यता का प्रमाण माँगा जाता है। कचहरी का वातावरण तो और भी अधिक पुरुषोचित है, यहाँ स्त्री को अपने लिए जगह बनाने के लिए पुरुष वकील से कई गुना अधिक मेहनत करनी पड़ती है तब भी उसके क्लाइन्ट्स छीने जाने की चेष्टा की जाती है, उन्हें बहकाने की चेष्टा की जाती हैं।

यह पूछने पर कि परिवार व व्यवसाय में ताल मेल बैठाने के लिए आप कर्षरत महिलाओं को क्या संदेश देना चाहेगी तो उन्होंने कहा कि स्त्रुराल वालों के सहयोग के बिना स्त्री के लिए दोनों में ताल मेल बैठाना अत्यन्त कठिन है, विशेषरूप से पति का यदि सहयोग न मिले तो यह असंभव है। अतः पहले इस सहयोग का आश्वासन लेकर ही विवाहित स्त्री को कार्य करना चाहिए।

स्त्री का धैर्य और परिश्रम यही उसका सबसे बड़ा संभल है।

वैयक्तिक अध्ययन नं० {15}

परिचय :

श्रीमती 'र', आयु 65 वर्ष, एम.ए., एल.एल.बी. 1952 से इलाहाबाद हाईकोर्ट में वकालत कर रही है।

पारिवारिक पृष्ठभूमि :

श्रीमती 'र' का जन्म मुरादाबाद के पास एक कस्बेनुमा गांव के ताल्लुकेदार परिवार में हुआ था इनका परिवार काफी बड़ा संयुक्त परिवार था। रहने के लिए एक बहुत बड़ी हवेलीनुमा मकान था जिसमें तहखानेनुमा कमरे भी थे। इनके पिता पढ़े लिखे थे, माता अशिक्षित किन्तु समझदार व गंभीर स्वभाव की थी। इनकी एक विधवा बुआ इनके साथ रहती थी जो बहुत सहृदय महिला थी और 'र' से बहुत स्नेह रखती थी।

शिक्षा :

'र' बाल्यकाल से ही बोलड निडर व साहसी थी। यद्यपि इनके समय में गाँव व कस्बों में लड़कियों की शिक्षा आम बात नहीं थी किन्तु इन के पिता ने अपनी बेटी के स्वभाव को देखते हुए उसे स्कूल भेजने का निश्चय किया। हाईस्कूल पास करने के बाद इनकी आगे पढ़ने की इच्छा थी किन्तु इनकी माता व परिवार के अन्य लोगों ने जवान लड़की को घर से बाहर भेजने के खतरों से इनके पिता को अवगत कराया। इन्होंने अपनी बुआ से अपनी सिफारिश करने को कहा। इन के पिता इनकी बुआ को बहुत मानते थे अतः बेटी की इच्छा व बहिन के आग्रह पर उन्होंने 'र' को मुरादाबाद इण्टर कालेज में दाखिला दिलवा दिया। इसके बाद इन्होंने पीछे मुड़कर नहीं देखा और राजनीति शास्त्र में एम.ए. कर लिया।

'राजनीति' रूचि का क्षेत्र :

'र' की बचपन से ही राजनीति में रूचि थी। उन दिनों स्वतंत्रता आन्दोलन की सरगर्मियाँ अपनी चरम सीमा पर थी। ये नियमित रूप से अखबार पढ़ती, नेताओं के भाषण इत्यादि रेडियों में सुनती, पत्रिकाओं में उनके लेख पढ़ती। यद्यपि ये सब उनके लिए वर्जित था क्योंकि अंग्रेज सरकार के नाराज होने पर उनकी जायदाद जब्त हो सकती थी। अतः वह छिपकर तहखाने में अपनी बुआ के साथ जाकर परिवार के कुछ लड़कों को भी अपने साथ मिला लेती और वहाँ सब लोग रेडियों सुनते और चर्चा करते। बुआ को भी इन बातों में बहुत रूचि थी। क्रान्तिकारियों की पुस्तकें, उनके साहस भरे कार्यों को पढ़ सुनकर इनके मन में देशभक्ति का उत्साह भर जाता। और देश के लिए कुछ कर गुजरने की इच्छा उनकी और बलवती हो जाती। 'र' अपने विद्यालय में भी सदैव अपनी कक्षा की लीडर रहती, प्रत्येक उत्सव के आयोजन में इनकी भूमिका अत्यन्त महत्वपूर्ण रहती थी। इनकी प्रिंसीपल इनके साहस व निडरता से बहुत प्रभावित रहती थी। ये किसी के साथ भी अन्याय को सहन नहीं करती थी। सदैव अन्याय के विरुद्ध संघर्ष करने को तत्पर रहती। नेतृत्व का गुण इनके व्यक्तित्व में कूट-कूट कर भरा हुआ था। इनकी आवाज की कड़क और, स्वभाव में अनुशासन इनके व्यक्तित्व को कक्षा के सभी छात्रों से अलग श्रेणी देने में सहायक थे।

जिस कालेज से इन्होंने बी.ए. तथा एम.ए. पास किया वहाँ कि प्रिंसीपल अत्यन्त योग्य व आदर्श प्रशासक थीं। जब 'र' ने एम.ए. द्वितीय श्रेणी में पास कर लिया तो प्रिंसीपल की पारखी नजरों ने इनको अपने विद्यालय में प्रवक्ता का स्थान देने का निश्चय किया। किन्तु 'र' की अध्यापन में कोई रुचि नहीं थी। प्रिंसीपल अपना 'न' प्रस्ताव लेकर इनके घर गई और इन्हें समझाया किन्तु आदरपूर्वक 'र' ने उन्हें बताया कि मैं जीवन में अन्याय के विरुद्ध लड़ना चाहती हूँ और उसी के अनुरूप कोई काम करूँगी। नौकरी करना मेरे स्वभाव के विरुद्ध है। प्रिंसीपल से उन्होंने अपने इस उद्देश्य में सफल होने के लिए आशीर्वाद माँगा। प्रिंसीपल इनके आशय को समझ गई और इन्हें विवश नहीं किया।

'र' सक्रिय राजनीति में जाना चाहती थी किन्तु इसके लिए लड़की होने का कारण इन्हें अपने परिवार से इजाजत नहीं मिली अतः इन्होंने वकालत पढ़ने का निश्चय किया। उस समय के सभी जाने माने राजनैतिक नेता वकालत पढ़े हुए थे। वकालत पास करने के बाद इनका विवाह वकील से ही हो गया।

व्यवसाय ही कार्य क्षेत्र :

विवाह होते ही इन्होंने अपने पति से वकालत करने की इच्छा प्रकट की। इनके पति बहुत सीधे व सरल स्वभाव के हैं। उन्होंने इन्हें कभी किसी काम से नहीं रोका। उस समय ये पहली महिला वकील थी। सब इनको ताज्जुब की निगाहों से देखते, लेकिन ये अपने निश्चय पर अडिग, अपने काम में आगे बढ़ती गई। वकालत के साथ साथ ये समाज सेवा भी करती, शोषित महिलाओं का इन्होंने संघ बनाया। उन्हें अन्याय के विरुद्ध लड़ने का साहस दिलाती। आर्थिक दृष्टि से स्वयं पर्याप्त बनने के लिए कोई भी घरेलू स्तर पर काम करने की सलाह देती। यथा संभव उनकी सहायता भी करती।

विवाह के पश्चात इनके सात-आठ वर्षों में दो पुत्रियाँ तथा दो पुत्र हुए। बच्चों की भी शुरू से ही ये अनुशासन में रखती। उन्हें अपना काम स्वयं करने की आदत डालती। दोनों पुत्रियाँ एम.ए., पी.एच.डी. हैं व नौकरी करती हैं। दोनों पुत्रों ने वकालत पास की है और माता पिता के साथ वकालत करते हैं।

वकालत में कठिनाइयाँ :

स्त्री होने के नाते उन्हें वकालत के व्यवसाय में क्या कुछ कठिनाई का अनुभव होता है ? यह पूछने पर उन्होंने उत्तर दिया कि उन्हें तो स्त्री होने का सदैव गर्व रहा है। और कभी किसी प्रकार का काम्प्लेक्स नहीं हुआ। हाईकोर्ट में महिला वकीलों के लिए जो अलग कमरा है यह उसका भी कभी प्रयोग नहीं करती। जब मैं उनसे मिलने हाई कोर्ट गई तो अन्य महिला एडवोकेट तो अपने कमरे में थी किन्तु 'र' बार रूम में अन्य पुरुष सहकर्मियों के साथ ही लंच इत्यादि कर रही थी और उन्हीं से चर्चा परिचर्चा में व्यस्त थीं। उनका मानना है कि यह स्त्री पर ही निर्भर करता है कि

पुरुष उसे किस निगाह से देखे। यदि स्त्री अपने कार्य व उत्तरदायित्व की ओर पूरी तरह से सजग व सक्षम है तो सब उसका आदर करते हैं। स्त्री होने के नाते कभी किसी रियायत की उन्होंने माँग नहीं की। वह कोर्ट के समय के हिसाब से ही अपने घरेलू कार्यों के मैनेजर करती है और घर पर केवल नियत समय पर ही क्लाइन्ट से मिलती है। वह अपने व्यवसाय में 10,12 घंटे का समय अब भी लगाती हैं।

व्यवसाय में आकांक्षा :

यह पूछने पर कि इस व्यवसाय के सम्बन्ध में उनकी आकांक्षायें क्या है तो उन्होंने बताया कि उन्होंने धन, इज्जत, यश, सभी कुछ हासिल किया है, इससे और अधिक धन वह अर्जित कर सकती थी लेकिन उस तरह के साधनों को उन्होंने सदैव हेय दृष्टि से देखा है। उन्होंने जीवन को बहुत सादगी से जिया है। उन्हें अधिक धन कमाने की लालसा नहीं है। वह दुखीजनों की भलाई व सहायता जितनी करती है, उससे अधिक करना चाहती है।

कार्यरत महिलाओं को घर व व्यवसाय दोनों को सांमजस्यपूर्ण ढंग से चलाने के लिए वह कहती है कि महिलायें जीवन में सादगी व सरलता लाये, दिखावा न करें। आधुनिकता के नाम पर फैशन की अंधी दौड़ में शामिल न हो। हर मिनट को गिन-गिन कर खर्च करें। समय का पूरा सदुपयोग करें। छोटी छोटी बातों को अनदेखा कर महत्वपूर्ण बातों पर ध्यान दें। कार्य में रूचि लेकर निष्ठापूर्वक ईमानदारी से करें, कोई काम छोटा नहीं है। बच्चों में, अपने आप में अनुशासन लाए, हर काम का समय निर्धारित करें, हर वह काम करे जिससे समय की बचत हो।

2—रहने की व्यवस्था— कृपया चिह्न लगायें।

- क. अकेली
- ख. पिता के परिवार के साथ
- ग. पति के परिवार के साथ
- घ. पति व बच्चों के साथ

3—विवाह सम्बन्ध—

- क. माता-पिता द्वारा तय
- ख. अन्य सम्बन्धी द्वारा तय
- ग. स्वयं पति-पत्नी द्वारा तय
 - i. केवल परिचय द्वारा
 - ii. विद्यार्थी जीवन में सम्पर्क
 - iii. बचपन से सम्पर्क
 - iv. प्रेम विवाह
 - v. दहेज द्वारा
 - vi. अन्य किसी द्वारा

4—पारिवारिक एवं सामाजिक सम्बन्ध कृपया चिह्न लगावें

- क. पति-पत्नी दोनों का अपने पैतृक स्थान से सक्रिय सम्बन्ध है ()
- ख. पति-पत्नी के पैतृक स्थान पर नहीं जाता, ()
- ग. पत्नी-पति के पैतृक स्थान पर नहीं जाती, ()
- घ. दोनों के माता-पिता उनके यहाँ आते रहते हैं ()
- ङ. सिर्फ पति के माता-पिता उनके यहाँ आते हैं ()
- च. सिर्फ पत्नी के माता-पिता उनके यहाँ आते हैं। ()

- क. मित्रों व पड़ोसियों के साथ संबंधों का निर्धारण दोनों मिलकर करते हैं ()
- ख. केवल पत्नी तय करती है ()
- ग. केवल पति तय करता है ()
- घ. पति के हम व्यवसायी के साथ दोनों की घनिष्ठता है ()
- ङ. पत्नी के हम व्यवसायी के साथ दोनों की घनिष्ठता है ()
- च. पत्नी के पुरुष सहकर्मियों के साथ आना-जाना पति को पसन्द नहीं ()
- छ. पति इस मामले में तटस्थ है ()
- ज. पति इसमें सहयोगी है ()

5—सामाजिक प्रतिष्ठा एवं संतुष्टि

- क. पति अपनी पत्नी की नौकरी शिक्षा/परिवार से संतुष्ट है ()
- पत्नी अपने पति की नौकरी शिक्षा/परिवार से संतुष्ट है ()
- पत्नी अपनी इच्छा से नौकरी करती है किन्तु पति को यह पसन्द नहीं ()
- ख. समाज व परिवार में आप अपनी प्रतिष्ठा कैसे बनाये रखती हैं ()

- | | |
|--|-----|
| i. सामाजिक कार्यों में सहयोग करके | () |
| ii. सामाजिक उत्सवों में सम्मिलित होकर | () |
| iii. मित्रों व सम्बन्धियों के संकट में काम आकर | () |
| iv. आपके पति इसमें आपके सहयोगी हैं | () |
| v. आपको उत्साहित करते हैं | () |
| vi. उनको पसन्द नहीं | () |

6—परिवार में शक्ति संरचना

आपके परिवार में निम्न मुद्दों पर निर्णय लेने का अधिकार किसे है ?
कृपया चिन्ह लगावें ।

(क) घरेलू खर्च—

- | | |
|----------------------------------|-----|
| सिर्फ पति तय करता है | () |
| सिर्फ पत्नी तय करती है | () |
| दोनों की सम्मिलित राय से होता है | () |

(ख) कीमती चीजों की खरीददारी—

- | | |
|------------------|-----|
| केवल पति करता है | () |
| केवल पत्नी | () |
| दोनों | () |

(ग) निजी व्यक्तिगत खरीददारी—

- | | |
|----------------------|-----|
| पति की राय से | () |
| स्वयं अपनी मर्जी से | () |
| केवल पति की आज्ञा से | () |

(घ) बच्चों की शिक्षा व व्यवसाय—

- | | |
|-------------------------|-----|
| केवल पति के निर्णय से | () |
| केवल पत्नी के निर्णय से | () |
| दोनों के निर्णय से | () |

(ङ) बच्चों के विवाह का निर्णय

- | | |
|-------------|-----|
| केवल पति | () |
| केवल पत्नी | () |
| दोनों | () |
| बच्चे स्वयं | () |

(च) चल व अचल सम्पत्ति का स्वामित्व

मकान जमीन आदि का पंजीकरण

- | | |
|-------------------|-----|
| केवल पति के नाम | () |
| केवल पत्नी के नाम | () |
| दोनों के नाम | () |

(छ) बीमा पालिसी

केवल पति के नाम ()
केवल पत्नी के नाम ()
दोनों के नाम ()

(ज) बैंक खाता

केवल पत्नी के नाम ()
केवल पति के नाम ()
दोनों के नाम ()

(झ) प्रभुत्व

पति-पत्नी को बराबर समझता है ()
अपना प्रभुत्व जमाता है ()
पत्नी की जिद के आगे झुकता है ()

(ञ) पारस्परिक भतभेद कैसे दूर करते हैं

झगड़कर ()
एक दूसरे को समझा कर ()
पति अपने प्रभुत्व से ()
मित्रों या किसी अन्य की मध्यस्थता से ()

भाग—3 पारिवारिक उत्तरदायित्व के साथ व्यवसाय के भार का चुनाव

7—व्यवसाय विशेष को आपने अपने कैरियर के रूप में क्यों चुना ?

क. आर्थिक जरूरत के लिए ()
ख. अपनी शिक्षा का उपयोग करने के लिए ()
ग. केवल समय का सदुपयोग करने व्यस्त रहने के लिये ()
घ. अपनी पृथक पहचान बनाने के लिये ()
ङ. पारिवारिक व्यवसाय होने के कारण ()
च. रुचि के कारण ()

8—आप कितने समय से व्यवसाय में हैं

9—आपको व्यावसायिक कार्यों में प्रतिदिन कितने घण्टे काम करना होता है

10—व्यावसायिक कार्यों में व्यस्त रहने पर आपको कैसा अनुभव होता है ?

आनन्द का ()
गौरव का ()
थकान व ऊब का ()

11—आपने अपने व्यवसाय में जो चाहा वह निम्न में पाया

रचनात्मक संतुष्टि ()
सामाजिक प्रतिष्ठा ()
धन ()
आत्म सम्मान ()
व्यक्ति के रूप में अपनी अलग पहचान ()

12—क्या आपको लगता है कि एक बार अवसर प्राप्त करने पर महिलाएँ ?

- (क) अपनी व्यावसायिक क्षमता व योग्यता का चरम सीमा तक विकास करने में समर्थ होती हैं ()
- (ख) परिवार व व्यवसाय की दोहरी जिम्मेदारी को निभाने के कारण शिथिल व शक्तिहीन हो जाती है ()
- (ग) लाभप्रद व्यवसाय के बिना महिलाएँ अपने व्यक्तित्व का पूर्ण विकास नहीं कर पाती हैं ()

13—व्यवसाय का पारिवारिक जीवन पर प्रभाव

- (क) क्या आप ऐसा मानती हैं कि रोजगार से लड़कियों के विवाह व उपयुक्त पति के मिलने में
- i. सुविधा होती है ()
- ii. बाधा उत्पन्न होती है ()
- (ख) व्यवसाय में कार्यरत महिला को समाज व परिवार में—
- i. अधिक इज्जत होती है ()
- ii. वे शक की नजर से देखी जाती हैं व अपेक्षाकृत कम इज्जत होती है ()
- iii. वे घमण्डी अति आधुनिक व खर्चीली और फैशन परस्त समझी जाती हैं ()

14—क्या आपको लगता है कि व्यवसाय व आर्थिक स्वतन्त्रता ने पारिवारिक निर्णयों के मामलों में आपकी शक्ति को बढ़ाने में मदद की है ? हाँ/नहीं ()

- च. यदि आप अधिक शक्ति का इस्तेमाल करती हैं तो इससे आपके पति/पिता/भाई आदि
- क. विरोध करते हैं ()
- ख. तनाव उत्पन्न होता है ()
- ग. गलत फहमी होती है ()
- घ. संघर्ष उत्पन्न होता है ()

15—क्या आपको लगता है कि आपके व्यवसाय में होने के कारण आपके बच्चों को

- क. अधिक आर्थिक सुविधा प्राप्त होती है ()
- ख. अधिक शिक्षा प्राप्ति के अवसर उपलब्ध होते हैं ()
- ग. अधिक अच्छा पालन-पोषण व देखभाल होती है ()
- घ. वे अपने को आपकी देखभाल व प्यार से वंचित पाते हैं और कष्ट का अनुभव करते हैं ()

16—क्या आप व आपके पति दाम्पत्य जीवन से सन्तुष्ट हैं ? हाँ/नहीं

यदि नहीं तो किन कारणों से—

- क. व्यावसायिक व्यस्तता व थकान के कारण ()
- ख. आपसी विश्वास में कमी आने के कारण ()
- ग. आपके द्वारा बराबरी का दर्जा हासिल करने के कारण ()

17—आप कार्यरत महिलाओं को घर व व्यवसाय दोनों को कुशलता पूर्वक चलाने के लिए क्या संदेश देना चाहेंगी ?

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भाग—4 सामाजिक समस्याओं के प्रति दृष्टिकोण

18—समाज के बौद्धिक वर्ग के सदस्य होने के नाते आज की ज्वलन्त सामाजिक समस्याओं जैसे युवा असंतोष, जाति व सम्प्रदाय, वाद-दहेज, प्रथा व धर्म अत्याचार, सार्वजनिक जीवन में भ्रष्टाचार आदि के सम्बन्ध में आपका क्या दृष्टिकोण है ?

क. आप उनके बारे में सोचती व चिन्ता करती हैं

ख. अपने साथियों और मित्रों के बीच चर्चा करती हैं

ग. उनके समाधान के लिए किसी महिला संगठन का निर्माण करने के प्रयास करती हैं

19—क्या आप किसी समाज सेवी संगठन की सदस्या हैं ?

हाँ/नहीं

यदि हाँ तो आपके कार्य व रुचि का विस्तार क्या है—

क. केवल सदस्यता व जुन्दा देना

ख. गुप्तदान करना

ग. महत्वपूर्ण पद धारण करना तथा इसकी नीतियों व क्रिया-कलापों में सक्रिय भाग लेना

भाग—5 राजनीति के प्रति दृष्टि कोण

20—क. क्या आप प्रतिदिन समाचार पत्र पढ़ती हैं ?

हाँ/नहीं

ख. राजनैतिक विषयों पर अपने साथियों व मित्रों के बीच चर्चा : तर्क/वितर्क करती हैं

हाँ/नहीं

ग. किसी राजनैतिक पार्टी की सदस्या हैं

हाँ/नहीं

घ. उसकी नीतियों व क्रियाकलापों में नियमित भाग लेती हैं

हाँ/नहीं

ङ. राष्ट्रीय अथवा प्रादेशिक चुनाव के समय सक्रिय होती हैं

हाँ/नहीं

च. राजनीति में भ्रष्टाचार के विरुद्ध सक्रिय उपाय करना चाहती हैं

हाँ/नहीं

21—टिप्पणी

साक्षात्कार अनुसूची
(भाग 2)

(अध्यापन व्यवसाय के लिए)

- 1—आप किस शिक्षण संस्था में कार्यरत हैं ? (कृपया चिन्हित करें)
 - क. डिग्री कालेज ()
 - ख. स्नातकोत्तर कालेज ()
 - ग. विश्वविद्यालय ()
 - घ. अन्य ()
- 2—आप किस पद पर कार्यरत हैं ?
 - क. प्रवक्ता ()
 - ख. रीडर ()
 - ग. प्रोफेसर ()
- 3—आप कितने समय से शिक्षण कार्य में हैं ?
- 4—आपने अध्यापन को व्यवसाय के रूप में क्यों चुना ?
 - क. उच्च शिक्षा का उपयोग करने के लिए ()
 - ख. पठन पाठन में रुचि ()
 - ग. शिक्षा के क्षेत्र में अपनी पहचान बनाने के लिए ()
 - घ. पारिवारिक व्यवसाय होने के कारण ()
 - च. सीमित व कम इयूटी के घंटे ()
 - छ. अन्य कोई ()
- 5—आपकी नियुक्ति किस प्रकार हुई ?
 - क. अधिकारियों द्वारा— ()
 - ख. खुली प्रतियोगिता द्वारा— ()
- 6—शिक्षण के अतिरिक्त विद्यालय में अधिकांशतः समय का उपयोग किस प्रकार करती हैं ?
 - क. पुस्तकालय में ()
 - ख. विद्यार्थियों के साथ ()
 - ग. विद्यालय सम्बन्धी अन्य कार्यों में ()
 - घ. साथी मित्रों के साथ गपशप ()
- 7—स्वाध्याय में कितना समय व्यतीत करती हैं ?
- 8—क्या आप अपने व्यवसाय की कार्य सम्बन्धी दशाओं से सन्तुष्ट हैं ? हाँ/नहीं
यदि नहीं तो आप इसमें सुधार के लिए क्या करना चाहेंगी
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.....
- 9—छात्र छात्राओं से आपका सम्पर्क—
 - क. अध्यापन कक्ष तक सीमित (औपचारिक)
 - ख. छात्र-छात्राओं की अन्य प्रकार से सहायता करना
 - ग. उनसे अन्य विषयों पर चर्चा करना यथा सामाजिक राजनैतिक विषय, इत्यादि

10—क्या आपको लगता है कि महिला अध्यापक होने के कारण आप छात्राओं की सामाजिक मनो-
वैज्ञानिक समस्याओं को अधिक अच्छी तरह समझती व हल कर पाती हैं ? हाँ/नहीं

11—क्या आपको छात्र-छात्राओं में प्रचलित असन्तोष अनुशासनहीनता इत्यादि का अभास होता है ? यदि
हाँ तो कृपया उसके कारण बताने का कष्ट करें ?

.....

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12—आपको छात्रों को पढ़ाने अथवा अनुशासित रखने में कुछ कठिनाई होती है ? हाँ/नहीं

13—यदि हाँ तो इन्हें दूर करने के आप की राय में क्या उपाय हो सकते हैं ?

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14—चरित्र निर्माण में अध्यापक की महत्वपूर्ण भूमिका है, क्या आप इस मान्यता को सही मानती
हैं ? हाँ/नहीं

15—क्या आप चाहेंगी कि आपके बच्चे इसी व्यवसाय को अपनायें ? हाँ/नहीं

16—आपकी अध्यापन पद्धति क्या है ?

क. लेक्चर देना ()

ख. नोट्स लिखवाना ()

ग. कक्षा में विद्यार्थियों को प्रश्न पूछने के लिए प्रोत्साहित करना ()

घ. सेमिनार, खुली चर्चा, भाषण आदि के माध्यम से ()

17—क्या आप अपनी अध्यापन सम्बन्धी तथा अन्य शैक्षिक गतिविधियों से सन्तुष्ट हैं ? हाँ/नहीं

यदि नहीं तो आप अपनी भूमिका को और अधिक सक्रिय व प्रभावशाली बनाने के लिए क्या
कर सकती हैं ?

.....

.....

.....

18—क्या आपको लगता है कि—

क. यह व्यवसाय आपकी रुचि व योग्यता के अनुकूल है ()

ख. आप अधिक योग्यता व क्षमतावान हैं और इस व्यवसाय में आपकी क्षमताएँ व्यर्थ नष्ट
हो रही हैं ()

ग. आपको इसे चलाने में कठिनाई व समस्या का सामना पड़ता है ()

19—स्टाफ मीटिंग्स में आप किस प्रकार की चर्चाओं में भाग लेती हैं

क. शिक्षा अध्यापन पद्धति व कोर्स आदि के औचित्य के सम्बन्ध में ()

ख. विद्यार्थियों की समस्याओं के सम्बन्ध में ()

ग. अध्यापकों की अपनी समस्याओं के सम्बन्ध में ()

20—क्या आप किसी शैक्षिक संघ की सदस्या हैं ?

हाँ/नहीं

यदि हाँ तो किस स्तर की :

क. विश्वविद्यालय स्तर

()

ख. राज्य स्तर

()

ग. राष्ट्रीय स्तर

()

घ. अन्तराष्ट्रीय स्तर

()

21—इस संघ की गतिविधियों में आपके भाग लेने का विस्तार क्या है ?

क. पत्राचार करना

()

ख. सम्मेलन में भाग लेना

()

ग. अपना शोध पत्र प्रस्तुत करना, प्रकाशित कराना इत्यादि

()

22—इस व्यवसाय के सम्बन्ध में आपकी अकाक्षाएं क्या हैं ?

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23—आप पदोन्नति के लिए किस प्रकार के प्रयत्न करना चाहेंगी ?

क. अधिकारियों को प्रसन्न करना

()

ख. विद्यार्थियों को सन्तुष्ट करना

()

ग. अपनी शैक्षिक छवि और क्षमताओं में वृद्धि करना

()

24—क्या आप शिक्षक संघों की गतिविधियों यथा हड़ताल प्रदर्शन आदि में भाग लेती हैं ?

हाँ/नहीं

यदि नहीं तो क्या कृपया कारण बताइए—

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25—महिलाओं के लिए अध्यापन व्यवसाय को और अधिक आकर्षक बनाने के लिए आप क्या सुझाव देंगी ?

.....

.....

26—समाज में अन्य व्यवसायों जैसे डाक्टरी, वकालत, इंजीनियरिंग आदि की तुलना में अपने व्यवसाय की प्रतिष्ठा के बारे में आपके क्या विचार हैं ?

.....

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27—अध्यापन परम्परात्मक रूप से एक प्रतिष्ठित व्यवसाय समझा जाता रहा है। इसकी प्रतिष्ठा दिन-प्रतिदिन कम होती जा रही है। कृपया अपनी राय में इसके कारण बताइए ?

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.....

28—टिप्पणी

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(1)

शाखात्कार अनुसूची

(भाग-2)

महिला चिकित्सकों के लिए

1—आपने मेडिकल व्यवसाय को अपने कैरियर के रूप में क्यों चुना ? (कृपया चिन्हित करें)

- क. सेवा भाव के कारण ()
ख. रुचि के कारण ()
ग. पारिवारिक व्यवसाय होने के कारण ()
घ. सामाजिक प्रतिष्ठा के कारण ()
च. अन्य कोई. ()

2—आप इस व्यवसाय में कितने समय से हैं ?

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3—आपका चिकित्सा क्षेत्र क्या है ?

- क. सामान्य फिजीशियन ()
ख. बाल रोग ()
ग. हृदय रोग ()
घ. प्रसूति ()
च. अन्य कोई। ()

4—आपके व्यवसाय की प्रकृति क्या है ?

- क. किसी सरकारी/गैर सरकारी अस्पताल में सेवारत हैं ()
ख. अपने क्लिनिक अथवा नर्सिंग होम में निजी तौर पर प्रैक्टिस करती हैं। ()

5—यदि आप सेवारत हैं तो अस्पताल में आपके प्रतिदिन कार्य की अवधि क्या है ?

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6—आपका मासिक वेतन कितना है ?

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7—क्या आप नौकरी के अलावा प्राइवेट प्रैक्टिस भी करते हैं ?

हाँ/नहीं

यदि हाँ तो किस समय/कितने घंटे/कहाँ

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8—प्राइवेट प्रैक्टिस से लगभग कितनी मासिक आय प्राप्त होती है ?

9—एक दिन में आप कितने रोगियों की जाँच कर लेते हैं ?

10—क्या आप रोगियों को अपने निर्धारित समय तक ही देखती हैं ?

अथवा

जब तक और रोगी आते रहते हैं सबको देखती है ?

11—यदि आप अगना नर्सिंग होम चलाती हैं तो कृपया उसकी व्यवस्था के सम्बन्ध में निम्न विवरण दे ?

- क. अकेले चलाती हैं या अन्य डाक्टर अथवा नर्स आदि की सहायता से
- ख. कमरों की संख्या
- ग. कमरे का प्रतिदिन का किराया
- घ. चिकित्सा फीस
- च. सहायक डाक्टरों/नर्सों की संख्या
- छ. मासिक आय

12—आपके अपने रोगियों के साथ कैसे सम्बन्ध हैं—

- क. केवल चिकित्सा तक सीमित ()
- ख. औपचारिक ()
- ग. मित्रता पूर्ण ()
- घ. अनौपचारिक व घरेलू ()

13—क्या आप अपने रोगियों के रोग सम्बन्धी तकलीफों के खुलासा बयान करने पर

- क. धैर्यपूर्वक सुनती हैं ()
- ख. उन्हें बीच में रोक देती हैं ()
- ग. उन्हें हाल बताने के लिए प्रोत्साहित करती हैं। ()

14—आप अपने व्यवसाय में अधिक से अधिक प्रवीणता प्राप्त करने के लिए—

- क. चिकित्सा सम्बन्धी नई पुस्तकों, जर्नलस, पद्धतियों आदिका नियमित अध्ययन करती हैं। ()
- ख. ऐसा यदा-कदा करती हैं। ()
- ग. समय-समय पर होने वाली चिकित्सा सम्बन्धी गोष्ठियों, कान्फ्रेंसों आदि में भाग लेती हैं। ()
- घ. अपने पूर्व ज्ञान व अनुभव को ही पर्याप्त समझती हैं। ()
- च. ऐसे कार्यों में समय लगाना व्यर्थ समझती हैं। ()

15—समाज में एक आदर्श डाक्टर की जो छवि है उसे आप व्यवहार में चरितार्थ करने में—

- क. पूरी तरह सफल हैं। ()
- ख. कठिनाई का अनुभव करती हैं। ()
- ग. आदर्श व व्यवहार में कोई सामंजस्य नहीं कर पाती। ()

16—क्या आप निर्धन व जरूरतमंद रोगियों का मुफ्त अथवा रियायती दर पर इलाज करती हैं ?

हाँ/नहीं/कभी-कभी

17—आपके रोगियों की आपके प्रति क्या भावना है—

- क. आदर की ()
- ख. केवल आज्ञा पालन की ()
- ग. जीवन रक्षक समझने की ()
- घ. अन्य। ()

18—क्या आपको महिला होने के नाते इस व्यवसाय में कुछ कठिनाई का अनुभव होता है ?

यदि हाँ तो किस प्रकार का ।

हाँ/नहीं

19—क्या महिला डाक्टर होने के नाते आप महिला रोगियों की समस्याओं व रोग को अधिक अच्छी तरह समझने व उपचार करने में सक्षम हैं ?

हाँ/नहीं

20—क्या पुरुष रोगियों की चिकित्सा में आप किसी विशेष कठिनाई का अनुभव करती है ?

यदि हाँ तो किस प्रकार की ।

हाँ/नहीं

21—पुरुष रोगियों की महिला डाक्टरों के प्रति क्या प्रतिक्रिया है, महिला डाक्टर से इलाज कराने में—

क. सकुचाता है

()

ख. अपमानित महसूस करता है

()

ग. चिकित्सा के साथ-साथ मातृ स्नेह का अनुभव करता है

()

घ. तटस्थ रहता है

()

22—क्या आप अनुभव करती हैं कि चिकित्सा के क्षेत्र में—

क. पुरुष अधिक सक्षम व योग्य है

()

ख. स्त्रियाँ अधिक सक्षम व योग्य है

()

ग. स्त्री व पुरुष होने से कोई अन्तर नहीं पड़ता है

()

23—क्या आपको ऐसा लगता है कि स्त्री की सम्पूर्ण योग्यता व क्षमता का इस व्यवसाय में उपयोग होता है—

अथवा

कोई और व्यवसाय अधिक उपयुक्त है । यदि हाँ तो कौन सा ।

24—क्या आपके परिवार के सदस्य आपको जीविका उपार्जन करने वाले के रूप में देखते व सम्मानित करते हैं ?

हाँ/नहीं

25—क्या आपको अपने परिवार के सदस्यों का व्यवसाय के लिए सहयोग मिलता है ?

हाँ/नहीं

यदि हाँ तो किस प्रकार का—

क. आर्थिक

()

ख. व्यवसाय के प्रबन्ध में

()

ग. प्रेरणात्मक

()

26—व्यवसाय सम्बन्धी कर्तव्य पालन व व्यवस्तता के पश्चात आप क्या अनुभव करती हैं—

क. गर्व

()

ख. आनन्द

()

ग. सन्तुष्टि

()

घ. ऊब, थकान, निराशा

()

27—क्या आप अपने व्यावसायिक संघ की सदस्या हैं ?

हाँ/नहीं

यदि हाँ तो किस स्तर की—

- क. जिला स्तर ()
 ख. राष्ट्रीय स्तर ()
 ग. अन्तर्राष्ट्रीय स्तर ()

28—आपका सामाजिक मेल-जोल व मित्रता का दायरा क्या है—

- क. केवल महिला डाक्टर ()
 ख. महिला व पुरुष डाक्टर ()
 ग. अन्य व्यवसाय के लोग ()
 घ. केवल नातेदार व सम्बन्धी ()
 ङ. सभी ()

29—आपके मनोरंजन का साधन क्या है ?

- क. पत्र-पत्रिका आदि पढ़ना ()
 ख. सिनेमा, टेलीविजन इत्यादि ()
 ग. बच्चों, पति व परिवार के सदस्यों के साथ गप-शप करना ()
 घ. मित्रों के घर आना जाना ()
 च. पर्यटन ()

30—डाक्टरी एक प्रतिष्ठा सूचक व्यवसाय माना जाता रहा है। परन्तु आधुनिक युग में इस व्यवसाय की परम्परात्मक प्रतिष्ठा व गौरव दिन-प्रतिदिन कम होता जा रहा है। आपकी राय में इसके क्या कारण हैं ?

.....

31—इस व्यवसाय को महिलाओं के लिए अधिक आकर्षक व प्रतिष्ठित बनाने के लिए आपके क्या सुझाव हैं ?

.....

32—आपकी राय में इस व्यवसाय की सफलता का क्या पैमाना है।

- क. अधिकतम धन अर्जित करना ()
 ख. यश एवं प्रतिष्ठा ()
 ग. आत्म सन्तुष्टि ()

33—टिप्पणी

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साक्षात्कार अनुसूची

भाग (2)

(कानून व्यवसाय के लिए)

- 1—आप किस व्यावसायिक संस्था में वकालत करती हैं ? कृपया चिह्न लगावे
- क. जिला न्यायालय ()
- ख. कमिश्नरी ()
- ग. उच्च न्यायालय ()
- 2—आपका विशेष क्षेत्र कौन सा है ?
- क. नागरिक ()
- ख. अपराध ()
- ग. सामान्य ()
- 3—कानून को व्यवसाय के रूप में चुनने के लिए निम्न में से किन कारक ने आपको प्रेरित किया है ?
- क. सामान्य जन को उचित न्याय दिलवाना ()
- ख. व्यावसायिक स्वतन्त्रता ()
- ग. आर्थिक लाभ ()
- घ. सरकारी अथवा अन्य सेवाओं के उपलब्ध होने में कठिनाई ()
- ङ. कानूनी ज्ञान में रुचि व जुकाव ()
- 4—आप कितने वर्षों से इस क्षेत्र में हैं ?
- 5—आप के विचार में क्या वकालत व्यवसाय महिलाओं की योग्यता व स्वभाव के अनुकूल है ?
- हाँ/नहीं/कठिन
- 6—व्यावसायिक क्रियाकलापों को पूरा करने में आपके पति/पिता या भाई/आपको सहयोग देते हैं ?
- यदि हाँ तो किस तरह का : हाँ/नहीं
- क. आर्थिक ()
- ख. आपके कार्य के प्रबन्ध में ()
- ग. आपको प्रेरित व उत्साहित करके ()
- घ. सामाजिक तौर पर आपका साथ देकर ()
- च. पारिवारिक जिम्मेदारियों में सहयोग करके ()
- 7—इस व्यवसाय को कैरियर के रूप में चुनने में महिलाओं को कौन से कारण बाधा डालते हैं !
- क. सामाजिक प्रतिबन्ध ()
- ख. परम्परात्मक रूप से पुरुषोचित व्यवसाय माना जाना ()
- ग. कचहरी का अवांछित वातावरण । ()
- घ. पुरुष मुवक्किल व पुरुष साथी वकील व जज इत्यादि के साथ मीथे सम्पर्क की अधिक संभावनाएं ()
- च. अन्य कोई

8—आपके विचार में क्या व्यक्ति से अधिक महिलाओं को इस व्यवसाय में आना चाहिए ? यदि हाँ तो कृपया कारण बतायें—

क.....

ख.....

ग.....

घ.....

ङ.....

9—यह व्यवसाय कैसा लगता है ?

क. रुचिकर

()

ख. चुनौतीपूर्ण

()

ग. आर्थिक रूप से लाभप्रद

()

घ. सफलता पूर्वक चलाने में कठिनाई

()

10—क्या यह व्यवसाय महिलाओं को पुरुषों के समान दर्जा दिलाने में सहायक है ?
हाँ/नहीं/कुछ हद तक/कह नहीं सकती ।

11—आप अपने व्यवसाय में कितना समय लगाती हैं ?

12—आप कानून सम्बन्धी पुस्तकों का अध्ययन :—

क. नियमित करती हैं

()

ख. आवश्यकता पड़ने पर करती हैं

()

ग. कोई खास आवश्यकता महसूस नहीं करती

()

13—क्या कचहरी का कार्यकाल आपके घरेलू कार्यों के साथ :

क. सुविधाजनक है

()

ख. किसी तरह तालमेल बैठाना पड़ता है

()

ग. समस्या जनक है ।

()

14—आप अपने मुवक्किलों से कहाँ मिलती हैं :—

क. केवल कचहरी में

()

ख. घर पर

()

ग. दोनों जगह

()

15—क्या आप अपने मुकदमों को :—

क. व्यावसायिक कर्तव्य समझ कर तैयार करती हैं

()

ख. दैनिक कार्य समझकर

()

ग. पूरी लगन व संतुष्टि की सीमा तक तैयार करती हैं

()

16—प्रायः आपके मुवक्किल कौन हैं ?

क. महिला

()

ख. पुरुष

()

ग. महिला, पुरुष दोनों

()

17—क्या आप महसूस करती हैं कि महिला मुकदमों में ~~हस्ताक्षर, अन्यायिक दबाव, बलात्कार आदि~~ के मुकदमों को :

- क. महिला वकील अधिक अच्छी तरह प्रस्तुत कर सकती है ()
- ख. पुरुष अधिक अच्छी तरह प्रस्तुत कर सकते हैं ()
- ग. महिला अथवा पुरुष वकील से कोई अन्तर नहीं पड़ता ()

18—क्या आप अपनी महिला मुकदमों को यह समझाने का प्रयास करती हैं कि ?

- क. घरेलू समस्याओं को मुकदमे की हद तक नहीं पहुँचाना चाहिए ()
- ख. अगर ऐसी स्थिति पैदा होने लगे तो आपसी समझौते से मामला निपटा लेना चाहिए ()
- ग. आत्मसम्मान के साथ कोई समझौता नहीं करना और समस्या का चुनौतीपूर्ण ढंग से सामना करना चाहिए ()

19—क्या आप अनुभव करती हैं कि वर्तमान न्यायाधिक व्यवस्था ?

- अ. सामान्य जन को न्याय दिलाने में सक्षम है ()
- ब. सक्षम नहीं है ()
- स. व्यवस्था सक्षम है किन्तु कार्यवाही दोषपूर्ण है ()

20—क्या आप अनुभव करती हैं कि महिलाओं के विरुद्ध अपराध से सम्बन्धित कानूनी व्यवस्था ?

- अ. अपर्याप्त है ()
- ब. पर्याप्त है किन्तु उन्हें दृढ़तापूर्वक लागू करना चाहिए ()
- स. उनमें सुधार की आवश्यकता है ()

21—आप अनुभव करती हैं कि अधिक से अधिक महिलाओं को इस व्यवसाय में आना चाहिए ? हाँ/नहीं

22—महिलाओं में इस व्यवसाय को लोकप्रिय बनाने व उन्हें इसमें आने के लिए प्रेरित करने के लिए आप क्या सुझाव देंगी ?

- क.
- ख.
- ग.
- घ.

23—महिलाओं की समस्याओं से सम्बन्धित मुकदमों को प्रस्तुत करने में आपको किन कठिनाइयों का सामना करना पड़ता है ?

- क.
- ख.
- ग.
- घ.

24—कचहरी अथवा बार रूम में आपके पुरुष सहकर्मी वकीलों का आपके प्रति कैसा व्यवहार है :—

- क. आदर पूर्ण ()
- ख. सहयोगी व मित्रता पूर्ण ()
- ग. विरोधी ()
- घ. असम्मान जनक ()
- च. तटस्थ ()

25—आपके व्यावसायिक दायरे में वकील, मुवक्किल तथा जज इत्यादि आपको—

- क. एक व्यक्ति व व्यक्तित्व के रूप में देखते हैं ()
ख. महिला के रूप में कुछ अनोखी चीज समझते हैं ()
ग. कोई विशेष अन्तर नहीं प्रतीत होता है ()

26—इस व्यवसाय के दौरान अपनी महिला गरिमा के सम्बन्ध में आप कैसा अनुभव करती हैं—

- क. जब तब समझौता करना पड़ता है ()
ख. विघटन की ओर उन्मुख है ()
ग. सुरक्षित रख पाने में समर्थ है। ()
घ. पहले की अपेक्षा अपने में अधिक साहस, शक्ति व आत्मविश्वास का अनुभव करती है ()

27—महिला शोषण को कम करने के लिए आप किन उपायों को उपयुक्त समझती हैं—

- क. शिक्षा ()
ख. आर्थिक स्वतन्त्रता ()
ग. स्वयं रोजगार योजना ()
घ. नौकरियों में आरक्षण ()
ङ. राजनीति में सक्रिय प्रवेश ()
च. कानून का ज्ञान ()

28—इस व्यवसाय की सामाजिक जिम्मेदारी को निभाते हुए आप समाज के लिए क्या करना चाहेंगी
कृपया स्पष्ट करने का कष्ट करें—

- क.
ख.
ग.

29—वकालत परम्परात्मक रूप से प्रतिष्ठा सूचक व्यवसाय माना जाता था किन्तु आधुनिक युग में इसकी प्रतिष्ठा बहुत कम हो गई है

कृपया अपनी राय में इसके कारण बताइए।

- क.
ख.
ग.

30—व्यावसायिक सफलता का पैमाना आपकी राय में क्या है ?

- क. अधिकतम धन
ख. यश एवं प्रतिष्ठा
ग. आत्म सन्तुष्टि